



SAFEGUARDING POLICY

CHANGE CONTROL

<i>Date</i>	<i>Issue</i>	<i>Details of change</i>
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December 2018	2.0	Issue Updated following approval through '7-day process'
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Autumn 2026	10.0	Chairs Action taken on 14.09.2026

Next Review	Autumn 2027
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AUTHORISATION

Approved Bu Chairs Action on 14th September 2026

Signed:



14.09.2026

Chair of the Board

Date

Safeguarding Policy Incorporating Child Protection

Insight MAT

Whilst this policy pertains to all employees and, as appropriate, Governors, Trustees, Members, contractors, visitors and volunteers connected with Insight Multi-Academy Trust, Local Academy Committees (LACs) of individual academies have been delegated responsibility to specify local arrangements for the operation of this policy within their academy. These are detailed within page 5, Sections 6, 14 & 19 and Appendix 9 of this policy.

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Key Safeguarding Contacts for Sir Graham Balfour School

Role in school	Name	Date and Level of Safeguarding training
Headteacher	Matthew Mason	Level 1 September 2026
Designated Safeguarding Lead (DSL)	Sharon Metcalfe	Level 3 February 2024
Deputy Designated Safeguarding Lead (DDSL)	Rachel Norman Sarah Marshall Dave Chamberlain (SENDSCO)	Level 3 November 2024 Level 2 December 2024 Level 3 May 2023
Nominated Governor for Safeguarding	Mike Winkle	Level 1 September 2026
Chair of Governors	Mike Winkle	Level 1 September 2026
Designated teacher for Looked After Children	Sharon Metcalfe	Level 3 February 2024
Mental Health Lead	Sharon Metcalfe	Level 3 February 2024
Attendance Lead	Sharon Metcalfe	Level 3 February 2024
PHSE Lead	Paige Cooper	Level 2 October 2024
SENCO	Dave Chamberlain	Level 3 September 2026

1. Introduction & Aims

The purpose of the Safeguarding policy of schools within the Insight MAT is to ensure that we:

- **Are committed** to developing a robust safeguarding culture of vigilance and challenge.
- **Build resilience** by raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe.
- **Establish a safe environment** in which children can learn and develop within an ethos of openness and where children are taught to treat each other with respect, to feel safe, to have a voice and know that they will be listened to.
- **Support vulnerable children** who have been abused, have witnessed violence towards others or may be vulnerable to abuse.
- **Prevent unsuitable people** from working with children by ensuring we practise safe recruitment in checking the suitability of **all** school staff, supply staff and volunteers to work with our children and maintain an active, ongoing vigilance in line with the safeguarding culture.

We follow the procedures set out by Staffordshire Safeguarding Children's Board, Working together to safeguard children 2026 and Keeping Children Safe in Education 2026 and by **knowing** and **understanding** that:

- Safeguarding and promoting the welfare of children is **everyone's** responsibility and the **voice of the child** is evident.
- **Everyone** who comes into contact with children and their families has a role to play.
- **Everyone** should ensure that their approach is **child-centred** considering, at all times, what is in the **best interests** of the child.
- By establishing a safe environment, we enable children to learn and develop within an ethos of openness.
- **No single practitioner** can have the full picture of a child's needs and circumstances.
- If children and families are to receive the **right help at the right time**, **everyone** who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.
- The importance of providing children with a balanced curriculum including PHSE, healthy relationship education, online safety, making or sharing of nudes or semi-nudes, child-on-child abuse (including harassment and violence) as well as 'abuse outside the home' (County Lines, Child Criminal Exploitation incl Child Sexual Exploitation and other contextualised safeguarding issues). Also supporting this with online activities, enabling children to enhance their safeguarding skills and knowledge whilst understanding the risks.
- Undertaking the role to enable children and young people at each school in the Trust to have the **best outcomes**.
- Ensuring that we have awareness of staff's knowledge and understanding, as well as embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a **robust element** of each school's practice.

In all schools within Insight MAT we strive to: -

- Provide help and support to meet the needs of children as soon as problems emerge
- **Protect** children from maltreatment, inside or outside the home, including online.
- **Prevent** impairment of our children's mental and physical health or development.
- **Ensure** that our children grow up in circumstances consistent with the provisions of safe and effective care.
- **Take action** to enable **ALL** children to have the best outcomes.

This policy provides guidance to **all** adults working within the school, whether paid or voluntary or directly employed by the school or a third party and should be read in conjunction with the documents Working together to safeguard children 2026 and Keeping Children Safe in Education 2026

- This policy is available on the school website and on request from the school office. We will also inform parents/carers about this policy when their children join any school within the Trust.
- This policy will be reviewed in full by the Trust Board and LAC on an annual basis or sooner should legislation/guidance change.
- This policy sets out how each school's discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at this school. Our policy applies to **all** staff; paid and unpaid, working in the school, including Governors.
- The policy is provided to **all** staff (including temporary staff, supply staff and volunteers) at the point of induction, alongside the Staff code of conduct policy.
- In each school in the Trust our LAC, working with the senior leadership team and especially our Designated Safeguarding Lead (DSL), ensure that those staff who do not work directly with children will read at least Part 1 of KCSiE 2026 .
- All staff who work directly with children, are provided with, and have read at least Part One of Keeping Children Safe in Education 2025
- The school follows the Staffordshire Safeguarding Children's Partnership policies and procedures. Staffs SCB

2. The ethos and culture within the Insight MAT

Within the Insight MAT, children's welfare is of paramount importance. Children are reassured that they have a voice, will be listened to and what they say will be taken seriously. They know that they will be supported and kept safe. They will never be given the impression that they are creating a problem by reporting abuse. Our safeguarding training makes it clear that if a child makes a disclosure to a particular member of staff, they have chosen that member of staff for a reason. It is explained to staff how to listen to the student, be empathetic and if needed get cover rather than pass the child onto someone else who the child may not be open with.

Children are encouraged to talk freely with staff if they are worried or concerned about something and staff understand that a victim of any type of abuse should never feel ashamed for making a report. Their views and wishes will inform any assessment and provision for them.

We make every effort to listen to and capture the voice of children to enable us to have a clear understanding of their daily lived experiences. This includes understanding that the child's presenting behaviours and observations by staff also form part of the child's voice; staff will record these on My Concern.

We are 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. They may feel embarrassed, humiliated or being threatened. This could be due to vulnerability, disability and/or sexual orientation or language barriers. This does not prevent ALL staff from having professional curiosity and speaking to the DSL if they have concerns about a child and staff determine how best to build trusted relationships with children which facilitate this communication.

We understand our statutory duty to safeguard and promote the welfare of children and we maintain a professional attitude of **'it could happen here', 'it has happened here' and 'it will happen again'** where safeguarding is concerned. We expect **ALL** staff, trustees, governors, volunteers, and visitors to share our commitment, maintaining a safe environment and a culture of vigilance.

Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours, that

underpins this commitment. We work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

We have a culture of vigilance and staff are confident and competent in the timely challenge of unacceptable behaviours and these are dealt with appropriately and robustly. Staff do not accept these behaviours as 'banter' 'having a laugh' or 'part of growing up'. This culture is shared with students as part of our PSHE/RSE programme.

All staff are encouraged to report concerns that they have and not to see these as insignificant. They **will** act on them immediately and report them to the DSL/DDSL

Options of support will include:

- managing any support for the child internally via our own pastoral support processes, including considering where doing so does not place the child at additional risk, whether the designated safeguarding lead (or a deputy) should inform parents or carers to further support the child's wellbeing,
- undertaking a family help assessment
- making a referral to statutory services for example as the child could be in need, is in need or is suffering, or likely to suffer harm.

When dealing with safeguarding matters, we are conscious of the language and terminology that we use, especially in front of children. Sometimes reference is made to a child who has been subjected to abuse as a victim. However, not all children will consider themselves a victim nor will they want to be referred to in this way. We are conscious of this and when managing any incident, we will be prepared to use terminology that children are most comfortable with.

In KCSiE 2026 guidance, reference is made to alleged perpetrator and perpetrator, however we will try to avoid using these terms and instead we will refer to children and young people who have 'displayed' or 'instigated' particular behaviours. We will ensure that **all** children involved receive support.

We work closely with safeguarding partners share the same goals, learn with and from each other, have what we need to help families, acknowledge and appreciate difference as well as challenging each other.

We acknowledge the four principles that as professionals we should follow when working with parents and carers:

- effective partnership and the importance of building strong, positive, trusting and co-operative relationships
- respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers
- empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources
- involving parents and carers in the design of processes and services that affect them.

We recognise the stressful and traumatic nature of safeguarding work and support staff by providing an opportunity to talk through their anxieties with the DSL and to signpost and seek further support as appropriate. The DSL/DDSL has half termly supervision to help support the stressful nature of their roles.

Education Support helpline - free and confidential emotional support for teachers and education staff

3. Legislation, guidance and links to other policies

This policy has been devised with due regard for the statutory guidance from the DfE Keeping Children Safe in Education 2026 (KCSiE) and this document is read alongside;

- Working together to safeguard children 2026
- Children's Wellbeing and Schools Act 2026
- Staffordshire Safeguarding Children Partnership Procedures

- What to do if you are Worried a Child is being Abused-Advice for Practitioners
- Behaviour in Schools - Advice for headteachers and school staff
- The Insight MAT recommends that schools use The Key as a source of advice and guidance.
- Other school policies and procedures which link to this policy are: Achievement and Positive Behaviour Policy, Anti-Bullying,, Staff Code of Conduct, Staff Recruitment Policy, Online Safety and Whistleblowing Policy. All these policies can be found on our website.

4. The role of all staff in keeping children safe

All staff have read and have a good understanding of **at least part 1** of **Keeping Children Safe in Education 2026** and are aware of the safeguarding link to other policies relating to their daily practice.

All staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 171-175 for further information and Filtering and Monitoring Standards) . This training takes place at induction and is regularly updated.) at induction and this training is regularly updated. We have a planned programme that includes whole staff Level 1 Safeguarding, 7 minute briefings which are included in staff bulletin, at the beginning of each Personal Development and Welfare meeting we include a session on safeguarding including AI-generated sex abuse material, the Hackett tool etc. In addition, **all** staff should receive safeguarding (including online safety) updates as required, and at least annually, to continue to provide staff with relevant skills and knowledge to safeguard children effectively.

All staff know who the DSL/DDSL is, and as well as being the expert in this field, are there to support staff, volunteers, and LAC.

All staff are aware of their responsibility to provide a safe environment in which children can learn.

All staff are aware of indicators of abuse, neglect, exploitation and modern slavery and understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Including contextualised safeguarding. Staff are confident in exercising **professional curiosity** and understand that knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may be in need of our help or protection. They are aware that abuse, neglect, and exploitation, and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple harms do overlap one another.

All staff, but especially the DSL/DDSL consider whether children are 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, including physical, sexual, emotional abuse, and stalking in their own intimate relationships (teenage relationship abuse), criminal exploitation, including financial exploitation, serious youth violence, county lines, and radicalisation.

All staff recognise that children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination. Such experiences can have a significant impact on a child's welfare, wellbeing, mental health, sense of belonging and willingness to seek help. Concerns relating to prejudice-based harm will be considered within safeguarding practice where appropriate and responded to in line with this policy.

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse and other risks online as well as face to face. They know that in many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual making or sharing of

nudes or semi-nudes , especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. This includes AI-generated child sex abuse material.

Guidance

AI Guidance

All staff are also mindful that disinformation, misinformation and conspiracy theories can be an online safety risk/concern.

All staff know what to do if a child tells them they are being abused, exploited, or neglected. Staff know how to maintain an appropriate level of confidentiality by only involving those who need to be involved, such as the DSL/DDSL and local authority children's social care. Staff never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. They are aware of their statutory reporting responsibilities and duty in relation to FGM.

All staff know how to reassure children that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should a child ever be made to feel ashamed for making a report.

All staff are aware of the early help process and understand their role in it and are confident to identify and support children who may benefit from early help, effectively giving children and their families the right help at the right time.

All staff are aware of the SSCP Right Help, Right Time Framework including the process for community-based Family Help and when a case should be referred. They are also aware of targeted early help level, and when statutory services are delivered under Section 17 and Section 47 of the Children Act 1989 (Para 13 KCSiE). They are aware of how to make a referral to children's social care,, along with their potential role in such assessments.

All staff understand their responsibility to report concerns about the behaviour of any adult in our setting and know that they will be listened to and taken seriously.

All staff understand their responsibility to escalate concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. This means escalating internally if outcomes are not improving for children or externally using the SSCB Escalation Policy or Whistleblowing Advice Line | NSPCC

In all cases, if staff are unsure, they know that they should always speak to the DSL/DDSL.

5. Roles and responsibilities of Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s)(DDSL)

For full details of the DSL/DDSL roles and responsibilities please refer to Part 2 & Annex B of Keeping Children Safe in Education 2026. The DSL/DDSL(s) have received the appropriate safeguarding training to provide them with an understanding of their role and the knowledge and skills to carry it out. The DDSL(s) are trained to the same level as the DSL. Training received also supports their knowledge of the processes, procedures, and responsibilities of other agencies, particularly children's social care in line with Working Together to Safeguard Children 2026. This training is updated at least every 2 years and in addition to this they regularly (at least annually) refresh and update their knowledge and skills. The DSL is given **additional** time, funding, training, resources, and support needed to carry out the role effectively. The DSL uses weekly briefings from ESAS, networking with other DSLs, reading guidance and results from the annual Section 175 audit to ensure they keep up-to-date.

The DSL takes the **lead responsibility** for safeguarding and child protection (including online safety as well as an understanding of the expectations, applicable roles and responsibilities in relation to the filtering and monitoring systems and processes in place, including requirements relating to the safe use and filtering of generative AI), and this is explicit in their job description.

Guidance

Filtering and monitoring standards for schools and colleges

Generative AI expectations

Plan technology for your setting

During term time, the DSL/DDSL is available (during school hours) for staff in the school to discuss any safeguarding concerns. The DSL can delegate activities to the DDSL(s); however, the ultimate responsibility remains with them, and this lead responsibility is not delegated. In the absence of the DSL the DDSL(s) will take a lead on safeguarding with clear direction from the Leadership Group. The DSL is available via email during out of hours and the DDSL works whole year to cover during school holidays.

To ensure continuity of safeguarding responsibilities, when the DSL is unavailable due to illness, leave, or other circumstances, we implement robust cover arrangements for these periods to ensure that safeguarding concerns are received, monitored, and acted upon without delay. My Concern will be used to ensure the continuity of care, staff will ensure the chronology is kept up to date by sharing the pupils voice, information from staff, actions, communication from professionals and decision making.

The DSL acts as a source of support, advice, and expertise for staff. Risk assessments/safety plans will be completed as required and should, where appropriate, involve other agencies, these are reviewed regularly and shared appropriately.

The DSL maintains robust systems to monitor and record training of **all** staff and update and refresher time scales are evident within the training record. Training is delivered in-line with Staffs SCP and KCSIE 2026. This will include bulletins, briefings, and INSET day training as well as external events attended.

The DSL ensures that **all** staff and regular visitors have appropriate safeguarding training to equip them for their role in school. This includes training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. The DSL ensures systems in place to induct new staff/governors etc are robust and monitored and any non-compliance shared with Leadership Group/LAC

The DSL monitors the safeguarding management systems. The Insight MAT prefers My Concern but recognises partner schools may use other systems to record concerns about children, ensuring that the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information are kept in-line with the 'Data Protection Laws' (Throughout this policy, the term 'data protection laws' refers collectively to the Data Protection Act 2018, the UK GDPR, and the Data (Use and Access) Act 2025).

. The safeguarding records are kept in a secure location, away from academic records and there is a clear recording process of transfer, in or out, which if paper file transfer, using the transfer of records form which is signed by the sending and receiving settings and a copy of this form kept by both.

When a parent chooses to remove their child/ren from school to receive EHE (Elective Home Education), the DSL will pass on any safeguarding concerns and the safeguarding file if there is one, to the EHE Team electivehomeeducation@staffordshire.gov.uk and inform other professionals who may be involved with that child.

The DSL/DDSL monitors the quality of safeguarding files through auditing case files regularly. Appropriate and regular supervision takes place with the DSL and may be extended to other members of staff if we deem this appropriate.

The DSL/DDSL will refer cases of suspected abuse to the local authority children's social care, as required, and support other staff to make these referrals. We understand the importance of attending case conferences and core group meetings as well as Child in Need meetings.

The DSL will liaise with all staff (e.g., pastoral staff, attendance officers, school nurses, SEN staff and Mental Health Leads) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

The DSL/DDSL will represent school at child protection conferences and core group meetings and will be the expert within each setting to support staff in liaising with other agencies, making assessments and any referrals. Any staff member may be required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren. The DSL/DDSL will notify children's social care if a child with a child protection plan is absent for more than two days without explanation. The DSL must complete the education report prior to the Conference.

The DSL/DDSL helps to promote educational outcomes by sharing appropriate information about the welfare, safeguarding and child protection issues that children (including children with or who have previously had a Social Worker) are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the schools and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for these children; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make.

The DSL has a good understanding of the community the school serves, the risks and its resilience.

6. The Local Academy Committee (LAC)

Within the Insight MAT's individual schools, the LAC has a strategic leadership responsibility for safeguarding arrangements, and they **must** ensure that they comply with our duties under legislation. They **must** have regard to this guidance in ensuring policies, procedures and training are effective and comply with the law at all times. See Part 2 Keeping Children Safe in Education 2025_ The Headteacher ensures that the policies and procedures, adopted by the LACs and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff. These policies are transparent, clear, and easy to understand staff, children and their parents/carers.

The LAC ensure that **all** governors and trustees receive appropriate safeguarding (including online which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. This training should be regularly updated and in line with any advice from the safeguarding partners) training at induction. This will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding and this training is regularly updated. All MAT Trust Board members and members of individual schools' LACs should be on the register for training annually. Our Local Academy Committee ensures that online safety is a running and interrelated theme when devising and implementing our whole school approach to safeguarding. This includes considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

We are aware of and follow the below guidance

- [Generative AI in Education](#) (new links)
- [Online resources AI in Education](#) which also contains important information on identifying and mitigating key risks associated with safeguarding, ethics, data protection, and intellectual property.

In considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our LAC will ensure that our school has appropriate filters and monitoring systems in place. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The LAC will review the following standards and discuss with IT staff and service providers what more needs to be done to support our setting in meeting this standard:

- 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.

The LAC are also aware of their responsibility to ensure that there is the appropriate level of security protection procedures are in place in order to safeguard systems, staff and learners and that there is the need to review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. The LAC will ensure that appropriate action is taken to meet the Cyber security standards for schools and colleges to improve the resilience to cyber-attacks.

Guidance:

- Filtering and monitoring standards for schools and colleges

Our Local Academy Committee ensure that online safety is a running and interrelated theme when devising and implementing our whole school approach to safeguarding. This includes considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement

Guidance:

Cyber security standards for schools and colleges

Cyber Security Training for School staff

NEN

The LAC and Trust are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Technical Guidance on the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. Further guidance is found in Pg 24-26 Para 82-93 Keeping Children Safe in Education 2025 & Equality Act 2010-Advice for schools

The LAC facilitate a whole school approach to safeguarding involving everyone in school, ensuring that safeguarding is at the forefront and underpins all relevant aspects of process and policy development. These systems, processes and policies operate with the **best interests** of children at their heart of what we do.

The LAC has appointed the Designated Safeguarding Lead (DSL) who takes **lead responsibility** for safeguarding and child protection (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring). This is explicit in their job description, and they ensure that the DSL understands their responsibility in leading safeguarding across the school. They also ensure that the DSL is given additional time, funding, training, resources, and support needed to carry out the role effectively. See Annex C Keeping Children Safe in Education 2025.

The LAC has also identified a Deputy Designated Safeguarding Lead(s)(DDSL), who is trained to the same safeguarding standard as the DSL.

The LAC ensures that children are taught about how to keep themselves and others safe, including online. It is recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. There is an

expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all students.

We play a crucial role in preventative education preparing children for life in modern Britain creating a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict.

We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the behaviour policy and pastoral support system, as well as by a planned programme of evidence-based allegation/RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Through our curriculum, children are supported to develop positive relationships, body confidence and self-esteem, and are taught about online harms, including the sharing of images, pornography, deepfakes, misogynistic influencers and where to seek help and support.

Whilst it is essential that Local Academy Committee ensure that appropriate filtering and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Resources

- [Teaching about relationships, sex & health](#)
- [Teaching online safety in schools](#)
- [PHSE Association accredited lesson plans and resources](#)
- [Harmful online challenges and online hoaxes](#)

The Local Academy Committee will ensure compliance with the completion of the Local Authority annual safeguarding audit, via the Phew electronic system, to the Local Authority and that any areas of concern in safeguarding are identified and a safeguarding action plan is developed.

Individual schools’ LACs, whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, are doing all that they reasonably can to limit children’s exposure to the online risks from the school’s IT system. As part of this process, LACs ensure that each school has appropriate filters and monitoring systems in place and regularly review their effectiveness. They ensure that the Leadership Group and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. LACs and proprietors consider the age range of children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

In an individual school the LAC will ensure compliance with the completion of the Section 175/157 Safeguarding audit return, via the Phew electronic system, to the Local Authority and that any areas of concern in safeguarding are identified and a safeguarding action plan is developed.

They also ensure that the school contributes to inter-agency practice in line with [Working Together to Safeguard Children 2026](#).

In an individual school the LAC ensures that those involved with the recruitment and employment of staff to work with children have received safer recruitment training and are compliant with safer recruitment procedures. This includes the requirement for appropriate checks to be carried out in line with national guidance. When candidates have been shortlisted, they will be made aware that online searches will be carried out. See Part 3 Safer Recruitment Keeping Children Safe in Education 2025.

In an individual school the LAC has ensured that there is a whistleblowing policy and staff are aware of this policy and understand its content. We have a culture where staff can raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistleblowing procedures in the Whistleblowing Policy.

Further guidance on whistleblowing is available here and the NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding failures internally. Staff can call on 0800 028 0285 and the line is available from 8am to 8pm, Monday to Friday. Email: help@nspcc.org.uk.

When Pell Frischmann rent out school facilities/premises to organisations or individuals (e.g. community groups, sports associations, and service providers to run community or extra-curricular activities), they will ensure that appropriate arrangements are in place to keep children safe. They are only allowed to hire school facilities/premises after 6pm and weekends. This will only ~~be~~ apply until 31st December at this time an update will be available.

When services or activities are provided by the LAC, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body, this is not necessarily the case.

Pell Frischmann will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate.

The LAC will ensure that safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

The Designated Teacher

The LAC have appointed a Designated Teacher (DT) who works with the local authority to promote the educational achievement of registered students in each setting, who are looked after. Our Designated Teacher works across the school to promote educational outcomes and attendance for children in care using evidence-based interventions.

Our designated teacher also has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care, outside of England and Wales. They are appropriately trained and have the relevant qualifications and experience.

The Designated Teacher works closely with the Virtual School to provide the most appropriate support, utilising Student Premium Plus funding, to ensure that they meet the needs identified in the child's personal education plan (PEP). They work with the Virtual School Headteacher, to promote the educational achievement of previously looked after children. Designated Teacher

The Designated Teacher has the details of the Local Authority Personal Advisor who has been appointed to guide and support the care leaver and liaises as necessary regarding any issues of concern affecting the care leaver.

Within the Insight MAT we are attachment-aware, and trauma-informed and take a relational based approach to supporting the most vulnerable children and will work restoratively with children to improve their outcomes. The DSL and DDSL has completed the 6-day Relational and Restorative practice training with the Local Authority. We have recently been awarded the Bronze Award for Relational and Restorative practice.

We are aware of the additional duties of the virtual school headteacher extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. Virtual Headteacher Role-Children with a social worker We understand the role that we play in improving outcomes for children with a social worker.

7. Working with parents/carers.

Within the Insight MAT we are committed to working in partnership with parents/carers to safeguard and promote the welfare of their children, and to support them to understand our statutory responsibilities in this area.

When new students join a school in the Trust, parents/carers will be informed that we have a safeguarding policy and that we are an Operation Encompass setting. A copy will be provided to parents on request and is available on the school website. Parents/carers will be informed of our legal duty to assist our safeguarding colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to the relevant local authority or other agencies.

We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or if it is necessary to do so to safeguard a child from harm.

We will seek to share with parents/carers any concerns we may have about their child before making a referral, unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL from making a referral to the local authority in those circumstances and where it is appropriate to do so.

To keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives.
- Full names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above) and **at least 2 contacts**.
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
- Any legal or criminal changes which effects parental responsibility e.g., bail conditions, court orders, Special Guardianship orders, Child arrangement orders etc

The school will retain this information on the student file. The school will only share information about children with adults who have parental responsibility for a child or where a parent has given permission and the school has been supplied with the adult's full details in writing.

We recognise that we are likely to be in regular contact with parents and carers. We will use these communications to reinforce the importance of children being safe online and parents/carers are likely to find it helpful to understand what systems schools use to filter and monitor online use. It will be especially important for parents/carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

Within the Insight MAT we update parents about safeguarding through newsletters/ website/notice board in reception.

8. Staffordshire Early Help incl community-based Early Help & Family Help

Any child may benefit from support before statutory intervention, including from universal services and community-based **Early Help**, or the targeted early help level of **Family Help**.

If children do not require the support of statutory children's services, the DSL/DDSL will generally lead the liaison with other agencies and setting up an inter-agency assessment as appropriate. They may be required to support other agencies and professionals in carrying out this assessment, in some cases acting as the lead practitioner. (Working Together 2026)

This will be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. (Alternatively, qualified lead practitioners, not a social worker, who may lead assessments before statutory intervention can continue to lead work with families up to and including section 17.

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care .
- has been repeatedly removed from the classroom, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- .
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism.
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug or alcohol misuse, adult mental health issues and domestic abuse.
- is misusing alcohol or other drugs themselves.
- has returned home to their family from care
- is at risk of 'honour' or faithbased abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child and
-

The DSL ensures that **all** staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/DDSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the **lead professional** in undertaking an early help assessment.

Guidance documents can be accessed at the following links:

[SSCP Early Help](#)

[SSCP Threshold Framework](#)

9. What happens if a referral is deemed necessary to escalate beyond early help.

Child in Need (Section 17)

If the DSL/DDSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, they will seek parent/carer consent for a referral to local /appropriate authority children's social care. If parents do not give consent, but the child's needs are still not being met, the DSL may feel that a referral is still appropriate and will discuss these concerns with children's social care. Appropriate staff will attend Child in Need (CIN) meetings.

Child Protection (Section 47)

If the DSL/DDSL considers that a child is suffering, or likely to suffer, significant harm, they will refer to local/appropriate authority children's social care. It may be deemed appropriate for parents to be aware of the referral unless this would put the child at further risk of harm. If a decision is made to hold an Initial Child Protection Conference (ICPC), this will be attended by an appropriate representative from our setting who understands their role and responsibilities under Working Together 2026. They will also attend subsequent Core Group meetings and Review Child Protection Conferences (RCPC).

We recognise that conferences can be upsetting for parents and we will work in an open, honest, and transparent way with parents and remain child focussed, and do this in partnership with our parents/carers where possible.

10. Escalation process

As part of our safeguarding practice, there will be occasions where we do not agree with decisions made by other professionals and we will work hard to resolve these differences in a restorative way, at a practitioner level. However, if we believe that concerns regarding a child are not being addressed and their outcomes are not improving, we will escalate our concerns in line with the [SSCP Escalation Policy](#)

11. A safer school culture

Safer Recruitment and Selection

Within the Insight MAT we pay full regard to Keeping Children Safe in Education 2026. Our safer recruitment and selection practices help to deter, reject or identify people who might abuse children. Our Safer Recruitment and selection practice includes scrutinising applicants, verifying identity, checking academic or vocational qualifications, obtaining references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate pre-employment checks including criminal record checks (enhanced DBS checks), barred list checks, prohibition checks whether they are known to the police and/or social care, if they have been disqualified from providing childcare and any relevant overseas information. See Part Three: Safer Recruitment in Keeping Children Safe in Education 2026. Evidence of these checks is recorded on each school's Single Central Record, the DSL checks the SCR every half term.

Staff who have lived or worked outside the UK **will** undergo the same checks as all other staff, even if they have never been to the UK. We will ensure that any other appropriate checks are carried out so that any relevant events that occurred outside the UK can be considered. These checks could include criminal records checks for overseas applicants and for teaching positions obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach.

Guidance:

Application process for criminal records checks overseas

Regulated professions database

Separate children's barred list checks will only be undertaken where an individual will be engaging in regulated activity with children and:

- is permitted to start work before the Enhanced DBS Certificate with barred list information is available; or
- has worked in a post in a school, college or other relevant setting that brought them into regular contact with children or young people and that employment ended no more than three months before their appointment.

In either circumstance, all other appropriate pre-employment checks must have been completed, and the separate children's barred list check must be satisfactory before the individual begins work.

Where individuals subscribe to the DBS Update Service, the school may undertake status checks, in accordance with current guidance, to confirm that no new information has been added to their DBS certificate since its issue.

Where a self-employed individual is engaged to work in the school, the school will either obtain the required DBS check or verify that a DBS certificate obtained by the individual is at the appropriate level for the work being undertaken.

The school recognises that regulated activity includes work which involves teaching, training, instructing, caring for or supervising children, providing advice or guidance on their physical, emotional or educational wellbeing, driving a vehicle solely for children, or providing personal care or healthcare. The school will ensure that appropriate safeguarding and safer recruitment processes are applied to all staff, volunteers and others undertaking regulated activity with children.

The school will ensure that volunteers undertaking regulated activity with children are subject to the appropriate level of DBS and barred list checks in accordance with current legislation and statutory guidance.

The school understands and applies the statutory definition of regulated activity when determining safer recruitment processes, supervision arrangements and the level of pre-employment checks required for staff, volunteers, contractors and visitors.

The school will undertake additional safeguarding checks where required by legislation or statutory guidance. This includes where an individual moves from a role that is not regulated activity into a role that constitutes regulated activity with children, where there has been a break in service of 12 weeks or more, or where concerns arise regarding an individual's suitability to work with children.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of students.

Relevant staff have undertaken appropriate training in Safer Recruitment.

One of the trained safer recruitment staff will be involved in **all** staff and volunteer recruitment processes and sit on the recruitment panel. A member(s) of the LAC has received Safer Recruitment training.

Induction

All staff will be made aware of the systems we have in place to support safeguarding. These are explained as part of staff induction including:-

- The Safeguarding policy.
- The Achievement and Positive Behaviour policy.

- Child on Child Abuse procedure
- The Staff Code of Conduct.
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and any deputies).
- At least part one of KCSIE 2026.

If staff, supply staff, visitors, volunteers, or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors should have a clear glass panel in them and where possible be left open. No visitors, volunteers or parent helpers will be left unsupervised with children or out of sight of the teacher or member of staff responsible for them.. It is the responsibility of the member of staff to ensure this is the case.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Use of reasonable force and other restrictive measures

There are times when the use of restrictive interventions, including reasonable force and seclusion will be lawful and necessary; for example, to keep individuals and the wider school community safe.

‘Reasonable’ means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom. Advice for schools is available. [Restrictive interventions, including use of reasonable force, in schools...?](#)

If reasonable force and/or restrictive intervention is used, a record should be made and form part of the chronology on the child’s safeguarding records and parents/carers informed at earliest opportunity. Consideration should be given to reflective discussions following the incident to debrief and understand the views of those involved, identify any lessons learned and recognise effective/good practice.

We will regularly review and analyse all incidents involving reasonable force and restrictive intervention to identify patterns, trends, triggers and any areas of concern. This analysis will be used to inform individual support plans, risk assessments, staff training needs and any necessary changes to practice, policy or the learning environment. The purpose of this review is to promote a culture of learning and continuous improvement, reduce the need for restrictive interventions and ensure that children are supported in the safest and most effective way possible.

12. Keeping Children Safe in Education 2026 - Specific Safeguarding issues.

All staff have an awareness of the following safeguarding issues through regular training and briefings. Staff are aware that these behaviours can make children vulnerable and put them in danger and that often these issues overlap. Please read and refer to Appendix 2 for additional information and guidance on the below topics.

- Abuse (incl Physical/Emotional/Sexual/Neglect) Annex 1
- Behaviours linked to safeguarding issues
- Bullying including cyberbullying
- Child on child abuse
- Children and the court system (5-11yrs & 12-17yrs)
- Children missing from education

- Child missing from home or care
- Children who are absent from education
- Child Criminal Exploitation (CCE)
- Child sexual exploitation (CSE)
- County Lines
- Domestic abuse
- Drugs
- Fabricated or induced illness and perplexing presentations.
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Homelessness
- Mental health
- Online safety
- Private fostering
- Preventing radicalisation
- Prevent Duty and Channel
- Serious violence
- Trafficking

For further information, advice and guidance on these issues please see Annex 2 of this document.

13. Children potentially at greater risk of harm

All children should be protected however the staff and LAC recognise that some groups of children are potentially at greater risk of harm than others. This list is not exhaustive but highlights some of these groups: -

- Children who need a social worker (Child in Need & Child Protection)
- Children who are absent from education.
- Elective Home Education (EHE)
- Children requiring mental health support
- Looked after children (LAC) and previously looked after children (PLAC) and care leavers.
- Children with special educational needs & disabilities/health issues
- Children who are lesbian, gay, bi or gender questioning (LGBTQ+). Guidance is expected imminently.
- Children who are young carers
- Children who are affected by parental conflict and/or domestic abuse
- Children who are refugees or asylum seekers
- Children vulnerable to/at risk of/involved in CSE/CCE

We support these groups by having: -

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to be heard and understood; and to have that understanding acted upon.
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them.
- **Respect:** to be treated with the expectation that they are competent, rather than not.

- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans.
- **Explanation:** to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative.
- **Support:** to be provided with support in their own right as well as a member of their family.
- **Advocacy:** to be provided with advocacy, to assist them in putting forward their views.

Children with special educational needs, disabilities or health issues

We recognise that children with Special Educational Needs and Disabilities (SEND), and those with certain medical or physical health conditions, can face additional safeguarding challenges both online and offline. Staff are aware that additional barriers can exist when recognising abuse, neglect and exploitation in these children.

These barriers can include:

- assumptions that indicators of possible abuse, neglect or exploitation, such as behaviour, mood changes or injuries, relate to a child's disability, special educational need or health condition without further exploration;
- increased vulnerability to peer isolation, bullying, including prejudice-based bullying, and exploitation;
- being disproportionately impacted by harmful behaviours, including bullying, without outwardly displaying signs;
- communication barriers which may make it more difficult for a child to recognise, understand, disclose or report abuse;
- the need for intimate care and increased dependency on adults;
- reduced opportunities to develop protective relationships due to isolation from peers; and
- difficulties in understanding risks, including online risks, and distinguishing between fact and fiction, which may increase vulnerability to abuse, manipulation or exploitation.

Any safeguarding concerns involving a child with SEND will be considered in the context of their individual needs and circumstances. The Designated Safeguarding Lead (or Deputy DSL) will work closely with the Special Educational Needs Co-ordinator (SENCO), who is also Level 3 Safeguarding trained, and other relevant professionals to ensure that children with SEND receive appropriate support, protection and opportunities to have their voice heard. Schools should also consider whether additional pastoral support, communication support or reasonable adjustments are required to safeguard these children effectively

Children who are questioning their gender

We are aware that there has been a significant increase in the number of children who are questioning the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society.

We will take the time to understand the thoughts and feelings of children who are questioning their gender and will be appropriately professionally curious about the full range of their experiences. We will remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, e.g. relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

We will ensure that any arrangements relating to toilets, changing facilities, physical education and other aspects of school life are managed in accordance with current statutory guidance, safeguarding requirements and equality duties. Where alternative arrangements are considered for a child who is questioning their gender, decisions will be made on an individual basis, taking account of the safety, privacy, dignity and wellbeing of all children. Appropriate records will be maintained, arrangements communicated to relevant staff and reviewed regularly.

We recognise that some sports and physical activities may be organised according to a child's biological sex where this is necessary to ensure safety or fairness. Any requests regarding participation in sport or physical education will be considered on an individual basis, taking account of safeguarding considerations, the child's best interests, the impact on other pupils, and the need to maintain safe and fair participation in physical education and sport.

We understand that it is not for us to initiate any action in this area; the guidance is focused on circumstances where a child or their parent has raised a request relating to social transition to which a school or college is responding. (KCSiE will support and guide practice).

Elective Home Education

We are aware that many home educated children have a positive learning experience, however, this is not the case for all children. It can mean that they will not receive a suitable education and are less visible to the services and professionals that are there to keep them safe and supported in line with their needs.

When a parent/carer expresses that their intention is to remove a child from school with a view to educating at home, we will work with the local authority and other key professionals, where appropriate, to coordinate a meeting with parents/carers where possible. We will attempt to do this before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

In accordance with the School attendance-pupil registration we will inform the Elective Home Education department including any safeguarding concerns as well as transferring any safeguarding files.

Where a child has an Education, Health and Care plan, the local authority will need to review the plan, working closely with parents/carers. We are aware of the guidance Elective home education

Young carers

We recognise that young carers may have additional needs and can be vulnerable where their caring responsibilities affect their wellbeing, attendance, attainment or ability to participate fully in school life. **All** staff will be alert to indicators that a child may be providing care or support to a family member and will share concerns with the DSL/DDSL. We will listen to the child's views, consider their needs within the wider family context and work sensitively with parents/carers and relevant agencies to identify appropriate support at the earliest opportunity. Where necessary, this may include community-based Early Help, Family Help or a referral to children's social care if there are safeguarding concerns or the child's needs are not being met.

Alternative Provision

We recognise that the cohort of pupils in Alternative Provision often have complex needs and our Local Academy Committee/DSL are aware of the additional risk of harm that these pupils may be vulnerable to. When a pupil is placed with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil, including knowing where they will be based during school hours.

This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will ensure that regular reviews of the provision take place frequently (at least half termly) to ensure the placement continues to be safe and meets the child's needs.

Prior to the placement, and throughout the duration, we will ensure that appropriate safeguarding information is shared with the provider, including any known risks, vulnerabilities, safeguarding concerns, risk assessments, SEND information and relevant support plans. We will identify named safeguarding contacts within both settings and ensure that safeguarding concerns, incidents and attendance issues are communicated promptly.

We will maintain oversight of the pupil's attendance, welfare and engagement whilst attending alternative provision. Any unexplained absence, reduced attendance or welfare concerns will be followed up promptly and considered within the wider safeguarding context.

Before commissioning a placement, we will satisfy ourselves that the provision is suitable for the pupil's age, ability, aptitude, SEND and safeguarding needs. This will include consideration of the environment, staffing arrangements, safeguarding procedures, behaviour management arrangements and any specific risks identified for the child.

Where transport arrangements form part of the placement, we will consider and assess any safeguarding risks associated with travel to and from the provision. We will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment, including written confirmation that the alternative provider will inform us of any arrangements that may put the child at risk (i.e. staff changes), enabling us to assure ourselves that appropriate safeguarding checks have been carried out on new staff. We understand that we remain responsible for the provision we commission and will continue to carry out safeguarding checks and conduct our own due diligence to ensure that the provision is appropriate for meeting the child's individual needs.

Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

See below guidance: -

- [National Standards for non-school Alternative Provision](#)
- [Alternative Provision](#)
- [Education for children with health needs who cannot attend school](#)

Work Experience Placements

The school will ensure that appropriate safeguarding arrangements are in place for pupils undertaking work experience placements. Prior to the placement commencing, the school will seek assurance that the placement provider has suitable policies and procedures in place to safeguard and promote the welfare of children. Where adults supervising pupils are undertaking regulated activity with children, appropriate safeguarding checks and assurances will be sought in accordance with current legislation and statutory guidance. Appropriate risk assessments will be undertaken where necessary.

14. Visitors to school

- We have a range of visitors attending our setting including educational psychologists, social workers, and other education-related practitioners, as well as educational visitors like guest speakers or performers. We also host individuals connected to the site, including contractors working on the building or grounds, children's family members, or others attending school events such as sports days. (For visitors provided through a third party, see paragraphs 362-365 KCSiE).
- We will not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending a sports day. Headteachers and principals should use their professional judgement about the need to escort or supervise such visitors.
- For visitors who are there in a professional capacity, we will check ID and seek assurance, that the visitor has had the appropriate DBS check depending on the activity they are there to carry out (or that the visitor's employers have confirmed that their staff have appropriate checks). We will **not** ask to see the certificate in these circumstances). Where a visitor will have no contact with children, it is unlikely that a DBS check will be required. (Ensure reception staff are aware of this)

- Whilst external organisations can provide a varied and useful range of information, resources and speakers that can help schools and colleges enrich children’s education, careful consideration should be given to the suitability of any external organisations.

We will ensure that where individuals come onto our premises that we consider the following: -

- assessing the education value,
- the age appropriateness of what is going to be delivered and
- whether relevant checks will be required.

This will form part of the risk assessment including our professional judgement and we will consider whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. In doing so, we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments, or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised, and suitability recorded.
- Whether the role is eligible for an enhanced DBS check.
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSIE 2026.
- We have clear visitor’s procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school.

15. Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors

Our aim is to provide a safe and supportive environment securing wellbeing and best possible outcomes for the children in our setting in the Trust. We take all possible steps to safeguard children and to ensure that the adults who work within the Insight MAT are safe to work with children. However, we do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

The LAC ensures that there are procedures in place for dealing with the two sections covering two levels (see below) of concern and/or allegations against staff members, supply staff, trainee teachers, volunteers, and contractors.

- Allegations that **may** meet the harms threshold.
- Allegation/concerns that do not meet the harms threshold, referred to for the purposes of this guidance as ‘**low level concerns**’.

Allegations that **may meet the harms threshold**

We have an good understanding and give due regard to Part 4 of Keeping Children Safe in Education 2026_ guidance and SSCB Allegations of abuse made against a person working with children where it is alleged that anyone working in our education setting providing education for children under 18 years of age, including supply teachers, volunteers, trainee teachers and contractors have:

- 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.

Then we will ensure that: -

- this will be referred to the headteacher, who will consider whether an onward referral to the LADO is required,
- if there is a concern/allegation about the headteacher, this will be referred to the chair of governors, chair of the management committee or proprietor of an independent school, and
- in the event of a concern/allegation about the headteacher, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this will be reported directly to the LADO(s).

(If the Headteacher or Chair of Local Academy Committee is not contactable on that day, the information will be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors).

Advice from the Local Authority Designated Officer (LADO) will be sought within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Where concerns or allegations relate to a supply teacher, contractor, trainee teacher or other individual not directly employed by the school, the school will work closely with the employment agency, provider and the LADO, where appropriate. Whilst the employer or agency will usually lead any employment or disciplinary procedures, the school remains responsible for gathering information and managing the safeguarding process.

Allegations against a teacher who is no longer teaching and/or historical allegations of abuse will be referred to the police. If we are not the employer of an individual, we still have the responsibility to ensure allegations are dealt with appropriately. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

Our Local Academy Committee will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Referrals to LADO in Staffordshire are made via the LADO Referral form

We recognise our legal duty to make a referral to the Disclosure and Barring Service (DBS) where an individual has been removed from regulated activity or would have been removed had they not left their employment or ceased volunteering, because they have harmed, or posed a risk of harm to, a child or vulnerable adult, engaged in relevant conduct, or satisfied the harm test. This duty applies to both paid staff and volunteers engaged in regulated activity. Referrals will be made as soon as possible and in accordance with statutory guidance.

Where a teacher's employer dismisses a teacher, or would have dismissed them had they not resigned, because of serious misconduct, the school will consider whether a referral should be made to the Teaching Regulation Agency (TRA) in accordance with statutory guidance. The TRA will consider whether the case should be referred to the Secretary of State for consideration of a prohibition order.

Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'.

Within Insight MAT we promote an open and transparent culture in which **all** concerns about adults are dealt with promptly and appropriately. Creating this culture enables us to identify inappropriate, problematic, or concerning behaviour early, minimising the risk of abuse and ensuring that adults who work in or on behalf of the school are clear about professional boundaries and act within them in accordance with our ethos and values.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, trainee teachers, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school/college's low-level concerns policy/Staff Code of Conduct. (Part 4 KCSiE).

What is a low-level concern?

Low level does not mean that it is insignificant. It is any concern, no matter how small, and even if no more than causing a sense of unease or nagging doubt that an adult working in or on behalf of the school 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 students

All staff have a good understanding of what constitutes a low-level concern, and in each individual school the LAC ensure that these low-level concerns are included as part of the staff code of conduct and safeguarding policies as set out in Keeping Children Safe in Education 2025.

Sharing low-level concerns

We understand how crucial it is that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of our setting from potential false allegations or misunderstandings

If we are in any doubt as to whether information shared about a member of staff as a low-level concern in fact meets the harms threshold we will consult with the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors knows to contact the LADO on 0300 111 8007.

The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at the school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform Barring service.

16. Information sharing

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes and we have clear powers to share, hold and use information for these purposes. As part of meeting a child's needs, our Local Academy Committee recognise the importance of information sharing between practitioners and local agencies and this includes ensuring arrangements are in place to set out clearly the processes and principles for sharing information within our setting and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

We are proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

When we are making decisions on what information to share, we will consider: -

- the relevancy of the information, including to the current safeguarding risk
- what is necessary for the receiving setting to know, and
- whether it is clearly presented and appropriately contextualised.

We will use our professional judgement to ensure that the information shared is focused and proportionate. This may include summarising or omitting information, which is not necessary for safeguarding purposes, but we will take care not to omit information where it may be relevant to understanding or manage safeguarding risk.

Local Academy Committee ensure that relevant staff have due regard to the relevant data principles, allowing the sharing (and withholding) of personal information as provided for in the data protection laws. This includes; -

- being confident of the processing conditions which allow us to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share 'special category personal data'. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk, and
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. Where in doubt we will seek independent legal advice.

Our Local Academy Committee are aware that among other obligations, the 'data protection laws' place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Our Governing body/proprietors ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the 'data protection laws'.

Where children leave our setting, the DSL/DDSL will ensure that any safeguarding file is transferred (separately from the main school file) to the new setting as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new setting to have support in place for when the child arrives. They will ensure secure transit, with confirmation of receipt being retained. The DSL will ensure key staff are aware of relevant information, as required.

In addition to the safeguarding file, our DSL will consider if it would be appropriate to share any information with the new setting in advance of the child leaving, particularly where the information supports an assessment of risk to others, as well as the individual pupil. For example, information that would allow the new setting to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives or incidents that may indicate concerns about serious violence or harmful behaviours. If the information indicates any risk to others or themselves, the DSL will put in place a safety and support plan.

The 'Data Protection Laws' do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard, promote the welfare and protect the safety of children.

Guidance documents:

- Paragraph 138-150 KCSiE
- Working Together 2026
- Safeguarding practitioners information sharing advice
- Guide to sharing information to safeguard children in education
- Data protection: toolkit for schools

17. Managing complaints

We encourage children/parents/carers to talk to us if they are unhappy with anything to do with our setting, we seek to resolve these issues swiftly and restoratively. We have a robust internal investigation process, and our complaints policy is easily accessible on our website for parents/carers and is also available on request states. The policy explains the various stages of complaint and where to escalate concerns following completion and outcome of our complaints process. (Ensure that your complaints policy has been reviewed and is clearly accessible on your website)

Safeguarding concerns should be raised with us immediately. If a concern means a child is at immediate risk, we will contact children's social care based on where the child resides. All visitors are given safeguarding information which outlines how to share concerns and code of conduct expected by visitors/contractors.

18. Site Security

Within the Insight MAT our schools provide a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on site must adhere to the rules which govern it. We will ensure that staff, children and parents/carers understand how to keep the site safe and what to do if they are worried.

-
- Visitors, volunteers, and students must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. School has a clear system of ensuring staff are accompanied / supervised by regulated staff member. Any visitor on site who is not identifiable by a visitor's pass will be challenged by any staff member and this will be reported to a member of the Leadership Group.
- Parents, carers, and grandparents attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason, or unless they have permission, as checked by school staff, to do so. They should report to the office to do this.
- Where a student leaves site without permission a parent/carer must be contacted and if the student has a social worker they must also be contacted. Where the students is a LAC the police should also be contacted.
- Members of staff are always on duty at break times.
- A health and safety audit are completed annually with risk assessment/safety planning and forms part of the Governors' annual report. This will include a fire evacuation and Prevent risk assessment.
- The risk management of site security is managed by senior leaders/governance, and we have a clear system of risk assessments and review timescales of these.

Guidance

School and college security - GOV.UK

Monitoring and Evaluation

The IMAT Board will formally review this policy annually or more frequently if circumstances or legislation suggest it is appropriate.

Child Protection **Information**

*Childrens Advice & Support Phone
Number:*

0300 111 8033

Online form for non-urgent/level 3 referrals

**Education settings can contact the Education Safeguarding
Advice Service (ESAS) on 01785 895836 or email
esas@staffordshire.gov.uk for non-urgent safeguarding advice
and guidance.**

Designated School Lead for Safeguarding:
Sharon Metcalfe

Deputy Designated Lead for Safeguarding:
Rachel Norman
Sarah Marshall
David Chamberlain

Safeguarding -

The Personal Development & Welfare Team

Definitions and Indicators of Abuse

1. **Abuse**; a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.
2. **Physical Abuse** 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. **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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 from 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.
4. **Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or penetration with an object) 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 (including via the internet). 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 and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.
We refer to and/or use the resources on the [CSA Centre](#)
5. **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 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.

We will refer to and/or use the resources [Neglect - SSCP](#)

Parental response

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed.
- Unawareness or denial of any injury, pain, or loss of function (e.g. a fractured limb).
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.
- A persistently negative attitude towards the child.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request removal of the child from home; or
- Violence between adults in the household.
- Evidence of coercion and control.

Disabled Children-When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child.
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification such as deprivation of medication, food, or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

Appendix 2

Specific safeguarding issues

Behaviours linked to safeguarding issues

All staff have an awareness that safeguarding issues often overlap. Presenting behaviours of children and indicators can be signs that children are at risk of harm such as drug taking and or alcohol misuse, unexplainable and/or persistent absences from education serious violence, criminal exploitation (including the link to county lines), radicalisation and non-consensual making or sharing of nudes or semi-nudes can be signs that children are at risk.

Bullying, including Cyberbullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period, where it is difficult for those bullied to protect themselves. It can take many forms, but the main types are:

- Physical (e.g., hitting, kicking, theft)
- Verbal (e.g., racist, or homophobic remarks, threats, name-calling)
- Emotional (e.g., isolating an individual from the activities and social acceptance of their peer group)
- Cyberbullying (including the making or sharing of nudes or semi nudes)
-

Guidance on bullying can be found in the following links:

[Preventing & tackling bullying](#)

[Cyberbullying advice](#)

Child on child abuse (incl sexual violence and sexual harassment)

All staff recognise that children can abuse other children and that it can happen both inside and outside of our setting and online (often referred to as child-on-child abuse). They are clear about our policy and procedure regarding child-on-child abuse. We have anti-bullying and behaviour policies to guide, inform and support children, staff and parents/carers. (Insert links)

All staff are aware that child-on-child abuse is a safeguarding issue for all children involved, regardless of their role in the incident, and that it is likely to have an adverse impact on their educational attainment and wellbeing. Child-on-child abuse exists on a continuum, can occur both online and offline, and may involve physical, sexual, verbal, emotional or financial abuse. Such behaviour is never acceptable and will never be dismissed as banter, part of growing up, or "just having a laugh".

All staff understand the important role they have to play in preventing and responding where they believe a child may be at risk from abuse. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

All staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports of it. They understand the importance of the **timely** challenge of inappropriate behaviours between peers, many listed below, that are abusive in nature. They are aware of the importance of:

- Making clear that child-on-child abuse (including harassment and violence) is never acceptable and that that we have a zero-tolerance approach.
- Not dismissing this abuse as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

- Challenging behaviours (potentially criminal in nature), such as physical and sexual assaults e.g. grabbing bottoms, breasts, and genitalia, flicking bras and the lifting up of skirts.

All staff know that if we do not challenge and support our children that this will lead to a **culture** of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. This includes being alert to when children might be at highest risk, either side of the school/college day and at unstructured times such as breaks/lunchtimes.

We know that the initial response to a report from a child is vitally important. We do not want to miss that opportunity and so we reassure children that their reports are being taken seriously and that they will be supported and kept safe. We never give the impression that they are creating a problem by reporting sexual violence or sexual harassment. We reassure victims that they should not feel ashamed for making a report.

We have well promoted and easily understood systems in place so that our children feel confident their concerns will be treated seriously. We have a variety of ways that children can report abuse, we have drop boxes, a help@sirgrahambalfour.staffs.sch.uk email address, we do an anonymised questionnaire every term and a open door policy.

All victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting child on child abuse and should never be made to feel ashamed for making a report. We will ensure that children know that the law is in place to protect them rather than criminalise them, and we will be explained in such a way that avoids alarming or distressing them.

Staff are aware of the groups that are potentially more at risk as evidence shows that girls, children with SEND children who are lesbian, gay or bisexual, and children who are questioning their gender are at greater risk. We also recognise that, for some but not all forms of child-on-child abuse, girls are more likely to be harmed, and boys are more likely to display harmful behaviours. However, all child-on-child abuse is unacceptable and will be taken seriously regardless of the sex or gender of those involved. The DfE states that child on child abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Victims of child-on-child abuse will be supported by the school's pastoral system and referred to specialist agencies if appropriate. Risk assessment and/or safety planning are an integral part of this support plan, particularly regarding the post incident management. Where appropriate, children involved may be offered support through universal services, community-based Early Help, targeted Early Help through Family Help, pastoral support or other specialist services. Early Help may be considered for both the child who has experienced the behaviour and the child displaying the behaviour, alongside any internal management arrangements.

All staff understand that even if there are no reports in our setting, this does not mean that it is not happening, it may be the case that it is just not being reported. As such if staff have any concerns regarding child-on-child abuse, they will speak to the Designated Safeguarding Lead (DSL) or deputy (DDSL). Our staff will not develop high thresholds before acting.

Harmful sexual behaviour (HSB) is an umbrella term used to describe sexual behaviours that exist on a continuum and may range from developmentally expected through to inappropriate, problematic, abusive or violent. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may be harmful to the child or others. HSB can occur online, offline or both and all incidents will be considered within a child protection context.

When assessing harmful sexual behaviour, the age, developmental stage and individual needs of the children involved will always be considered. Staff recognise that harmful sexual behaviour may involve power imbalances and that abuse can occur between children of any age. A younger child may abuse an older child, and behaviour may be

harmful where there is a significant age difference, developmental difference or imbalance of power between those involved.

Staff understand that consent must be freely given and can be withdrawn at any time. They recognise that a child under the age of 13 can never consent to any sexual activity and that sexual activity without consent is unlawful and may constitute a criminal offence.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence such as rape, assault by penetration and sexual assault and may include an online element which facilitates, threatens and/or encourages sexual violence.
- sexual harassment such as sexual comments, remarks about clothes and/or appearance, jokes, taunting and online sexual harassment. This also includes the telling of sexual stories, making lewd comments and calling someone sexual names and physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.
- Misogynistic behaviour, language or attitudes directed towards girls and young women.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Making, creating, possessing, sharing or threatening to share nudes or semi-nudes, including AI-generated content, whether consensually or non-consensually. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff are aware of the importance of understanding child sexual abuse in the family environment (CSAFE) previously referred to as intra familial harms and any necessary support for siblings following incidents.

The school will regularly review safeguarding, behaviour and child-on-child abuse incidents to identify patterns, trends or emerging concerns. This information will be used to inform staff training, curriculum development, risk assessments and wider preventative safeguarding measures.

Guidance Documents:

- [CSA Centre](#)
- [Hackett Tool](#)
- [Disrespect NoBody campaign](#)
- [CEOP-Safety centre](#)
- [UKCIS Guidance: Sharing Nudes and Semi-Nudes](#)
- [Review of sexual abuse in schools and colleges - GOV.UK](#)
- [Searching, screening and confiscation in schools](#)
- [Sharing nudes and semi-nudes: advice for education settings](#)
- [Undressed \(Igfl\)](#)

Children Missing Education

If our children are absent from education, particularly repeatedly and/or for prolonged periods, this will act as a vital warning sign of a range of safeguarding issues, including abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of; substance abuse, travel to conflict zones, female genital mutilation, honour or faith-based abuse or forced marriage.

We understand that early intervention in these cases, when problems are first emerging, is essential in trying to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future and prevent the risk of them becoming a Child Missing Education in the future. It is important of **all staff** to be aware of our unauthorised absence procedures and Children Missing Education (CME) procedures.

We understand our responsibility to link school absence with the impact this has on the child's education. We know that there is a distinction between a child being absent and when they are subject to a missing episode and the importance of acting on this information and reporting a missing episode when appropriate. We have a key role in sharing information with the police and any lead practitioner involved with the family when a child is reported missing. We will provide, when required, an appropriate environment for a Return Home Interview (RHI) within the education setting, where possible and will contribute to safety planning when required. We will follow our attendance policy for children who are regularly and persistently absent.

We hold **at least 2** emergency contact numbers for each pupil. If a child goes missing from our school and we are unable to locate them, we will inform parents/carers and we will also contact the Police to report them missing. This will ensure that the Police and other partners have a true picture of missing episodes, which are indicators of risk for some children.

If a child is not known to the Local Authority or other agencies but there are remaining safeguarding concerns, we will consult the Right Help Right Time Document and ensure that any concerns are reported to the appropriate agencies/partners.

Further guidance:

- Working together to improve school attendance
- Children missing education
- Full-time enrolment of 14-16yr olds in FE & 6th form colleges
- Missing children & adults strategy

Children Missing from Home or Care

There are strong links between children involved in criminal and/or sexual exploitation and other behaviours such as running away from home, care or school, bullying, self-harm, teenage pregnancy, truancy, and substance misuse.

In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum-seeking children. Most children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point.

Guidance document:

- Children who run away or go missing from home or care

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in

power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the [Modern Slavery Guidance](#)

Where DSL/DDSL are concerned regarding student who are displaying behaviours of a young person at risk of CSE/CCE a Risk Factor Matrix will be completed, with a Social Worker if applicable, and sent to catch22 and the MACE panel for their input. The DSL/DDSL of a school within the Insight MAT are expected to attend the MACE panel where a student is being discussed.

We are aware of the [Child Exploitation Risk Screening Tool](#) and use this at the earliest opportunity to understand the risk factors in a child's life.

Child Criminal Exploitation (CCE)

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.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm, from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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.

Some of the following can be indicators of CCE:

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

Guidance documents:

- [Safeguarding children who may have been trafficked](#)
- [Child Exploitation - StaffsSCB](#)

Child sexual exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object or nonpenetrative acts such as masturbation, kissing, rubbing, and

touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

The above CCE indicators can also be signs of CSE, as can having older boyfriends or girlfriends and/or suffering from sexually transmitted infections/becoming pregnant.

Guidance documents:

- [Child Sexual Exploitation Definition & Guidance](#)

County Lines

County lines is a form of criminal exploitation and if a child is identified as a potential victim of county lines exploitation, then the relevant safeguarding and modern slavery referrals should be completed in line with [Modern Slavery statutory guidance](#).

It is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

We understand that children can be targeted and recruited in a number of locations including any type of education setting (including special schools, further and higher educational institutions, pupil referral units, children's homes and care homes).

Children are also increasingly being targeted and recruited online using social media and can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from their home,
- have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime),
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs,
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection,

- are found in accommodation that they have no connection with, often called a 'trap house' or 'cuckooing' or hotel room where there is drug activity,
- owe a 'debt bond' to their exploiters, and • have their bank accounts used to facilitate drug dealing.

When a victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRF) should be considered via the Police. Further information can be found here [National Referral Mechanism](#)

Guidance Document:

- [Child exploitation disruption toolkit](#)
- [County Lines Toolkit For Professionals](#)

Children with medical conditions and their safeguarding (new section)

We recognise that if there has been an incident relating to the management of a child/young person's medical condition (including allergies), this would not always in itself warrant a referral to local safeguarding partners. However, in certain circumstances a referral may be appropriate where an incident has highlighted concerns that the child/young person might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. This might occur where relevant information about a child's/young person's medical condition is not provided to our setting, or where they are repeatedly sent without essential medication, thereby putting them at risk.

See guidance for further information;

- [Supporting pupils with medical conditions](#)
- [Allergy safety in schools](#)

Domestic Abuse including Operation Encompass

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. The abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. We know that children can be victims of domestic abuse in their own right if they see, hear, or experience the effects of abuse at home. Domestic abuse affecting young people, can also occur within their personal relationships, as well as in the context of their home life, including intimate partner violence, abuse by family members, teenage relationship abuse and child to parent or care giver abuse. All of which can have a detrimental and long-term impact on their health, well-being, and ability to learn. We will support all children in these relationships.

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Our commissioned service for DA in Staffordshire is [New Era](#)

Further guidance and resources: - (All new links)

- [Domestic Abuse-Signs Symptoms Effects](#)
- [Safe Young Lives-Young people and DA](#)
- [Controlling and coercive behaviour](#)
- [Specialist sources of support](#)

Elective Home Education (EHE)-See above in vulnerabilities

Parental Conflict

Parental conflict can have a significant impact on a child's emotional wellbeing, behaviour, development and educational outcomes. Staff should be alert to the potential effects of frequent, intense or unresolved conflict

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between parents or carers, whether they live together or apart. While parental conflict is not in itself a safeguarding concern, prolonged or harmful conflict may adversely affect a child's wellbeing and, in some circumstances, may indicate the need for additional support or safeguarding intervention.

Where parental conflict is impacting on a child's welfare, staff will seek to provide appropriate support, work with other agencies where necessary, and consider whether safeguarding concerns are present. (If you have a separated parents policy, please include the link-FYI we are sending out comms re our parental conflict coordinator so please respond when you receive the Tuesday email as she will write a separated policy template)

Operation Encompass

Staffordshire Police have a statutory duty to notify the DSL/DDSL when they have reasonable grounds to believe a child who attends our setting may be a victim of domestic abuse. (This includes all children connected to the household, those who are physically present at the incident, those not physically present during the incident, and situations where a child might reside in another household temporarily or permanently).

An Operation Encompass notification will be sent to the DSL/DDSL via secure email, and we understand our responsibilities to comply with data protection laws when dealing with this personal and sensitive information. Our DSL/DDSL have completed the National Operation Encompass training, and we are an Operation Encompass setting.

This training and the notification enable us to provide emotional and practical help to the child/children named within the notification. It ensures that we have up to date relevant information about a child's circumstances and enables immediate support to be put in place, according to the child's needs. This support may take different forms e.g. checking in with the child, through observations and ensuring that the child has a trusted adult.

Where appropriate, we will make a referral to local authority children's social care if we are concerned about a child's welfare.

If you require further information in relation to Operation Encompass, please use this link below [Operation Encompass](#)

Guidance Documents:

- [NSPCC-Domestic Abuse](#)
- [Refuge-Domestic abuse & effects on children](#)
- [Domestic abuse: specialist sources of support](#)

Operation Encompass helpline 0204 513 9990 (8am-1pm Mon-Fri)

Drugs

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and increased risk of being a victim of violent crime and criminal exploitation, including sexual exploitation. We are also aware of the impact of parental drug misuse. Where appropriate, we will make a referral to local authority children's social care if we are concerned about a child's welfare.

Guidance Documents:

- [NSPCC-Parental Substance Misuse](#)
- [SSCB-Working with parents who misuse substances](#)
- [Drugs Advise for Schools](#)

Fabricated or Induced Illness (FII)

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer, and which is attributed by the adult to another cause.

There may be several explanations for these circumstances, and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child. Guidance Documents:

In Staffordshire we use the following guidance

FII-PP Pathway

NHS-Overview-Fabricated or Induced Illness

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL/DDSL are aware of local contact details and referral routes into local housing organisations, so they can raise/progress concerns at the earliest opportunity.

Indicators of risk include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this will **not** replace a referral into children's social care where a child has been harmed or is at risk of harm.

We also recognise that in some cases 16/17 yr olds could be living independently from their parents or guardians and they will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL will ensure that appropriate referrals are made based on the child's circumstances.

Honour-based Abuse

Honour or faith-based abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important for us to be aware of the dynamic and additional risk factors, when deciding what form of safeguarding action to take.

All forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such. We understand that professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they will speak to the DSL/DDSL who will follow local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care.

Female Genital Mutilation (FGM)

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. It is known by several names including "cutting", "female circumcision" or "initiation". The term female circumcision suggests that the practice is like male circumcision, but it bears no resemblance to male circumcision, and it has serious health consequences with no medical benefits. FGM is also linked to domestic abuse, particularly in relation to "honour-based abuse".

Staff are aware of FGM mandatory reporting duty for teachers places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either via disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions. It is rare to see visual evidence, and children should not be examined but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Staff **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless there is good reason not to, they should still consider and discuss any such case with the DSL (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where staff do not discover that FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, staff will follow local safeguarding procedures.

Guidance Documents: -

- [Multi Agency Statutory guidance on Female Genital Mutilation](#)
- [Female Genital Mutilation Act 2003](#)

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered **without** the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage, these threats can be physical, emotional and/or psychological. This could be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Some perpetrators use perceived cultural practices, to coerce a person into marriage. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

Any disclosure that indicates a young person may be facing a forced marriage will be taken seriously as this could be ‘one chance to save a life’.

We understand that we play an important role in safeguarding children from forced marriage. We recognise that there are significant differences between a referral for a forced marriage concern and other child protection referrals. As professionals, we are aware that sharing information with parents, extended family, or members of their community, could put the young person at significant risk.

Even if violence, threats or another form of coercion are not used, it is still a crime to cause a child to marry before their eighteenth birthday. (All of the above circumstances apply to non-binding, unofficial and legal marriages).

Guidance Document: (new links)

- Advice available from the Forced Marriage Unit: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.
- [Forced Marriage](#)
- [Forced Marriage resource pack](#)
- [The right to choose: government guidance on forced marriage](#)
- [Faith Based Abuse-National Action plan](#)

Mental Health & Wellbeing

All staff understand that they have an important role to play in supporting the mental health and wellbeing of our pupils and are aware that mental health concerns can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide and could also be an indicator that a child has suffered or is at risk of suffering from abuse, neglect or exploitation.

We have clear systems and processes in place for identifying possible mental health concerns, including routes to escalate, and clear referral routes and accountability systems.

Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to **observe** children day-to-day and identify those whose behaviour suggests that

they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which we are well placed to recognise. These could include significant changes in behaviour, ongoing difficulty sleeping, withdrawing from social situations, not wanting to do things they usually like, and physical signs of self-harm or neglecting themselves.

We recognise that not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, we can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention. We will ensure that any interventions we offer are evidenced as safe and effective and appropriate for the individual child.

If staff have a concern about a child's mental health that is also a safeguarding concern, they will follow safeguarding policy and speak to the designated safeguarding lead or deputy. If it is felt that the child is in danger, we will call 999 or arrange for the child to be taken to A&E immediately by a parent/carer or other suitable person.

If the child needs help urgently for their mental health, but it's not an emergency, we will contact and seek support from NHS 111 online or call 111 and select the mental health option.

Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), this can have a lasting impact throughout childhood, adolescence and into adulthood. All staff are aware of how these experiences, can impact on their mental health, behaviour, and education.

The Mental Health Lead is also the Designated Safeguarding Lead. The Student Support Manager who is also one of Deputy Designated Safeguarding Lead, the role is one who meets with students who are struggling with their mental health. The DSL & DDSL meet weekly to RAG rate the students who are struggling. Other in-school support includes the local Mental Health Support Team and the School Nurse.

Guidance and helpful documents: -

- [Addressing Trauma and Adversity](#)
- [Mental health and behaviour in schools](#)
- [Preventing and tackling bullying](#)
- [Every Interaction Matters](#)
- [MIND-Parenting Capacity and Mental Health](#)
- [NSPCC-Mental Health and Parenting](#)
- [Building Suicide-Safer Schools and Colleges | Papyrus](#)
- [Guidance for education settings responding to a sudden unexpected death being treated as a suicide](#)

Online Safety

The use of technology continues to be a significant component of many safeguarding issues; Child Criminal Exploitation, Child Sexual Exploitation, radicalisation, sextortion, sexual predation, and technology often provide the platform to facilitate harm. We realise that it is essential for our children to be safeguarded from potentially harmful and inappropriate online material.

Staff are aware of the risks posed by **COM Networks (Community Networks)**, which may use social media, messaging platforms, gaming environments and other online spaces to groom, coerce, exploit or manipulate children. Concerns that a child may be involved with, or targeted by, a COM Network **will** be treated as a safeguarding concern and responded to in accordance with this policy.

Within the Insight MAT we realise that it is essential for children to be safeguarded from potentially harmful and inappropriate online material. We have an effective whole school/college approach to online safety which empowers us to protect and educate students, and staff in their use of technology and establishes mechanisms for us 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, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, extreme sexual or physical violence, 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, including those generated using AI and online bullying.
- **Commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Consideration of these 4Cs, provide the basis for our Online Safety policy ([link](#)).

Online safety is a running and interrelated theme in our setting, whilst devising and implementing policies and procedures. We consider online safety in other relevant policies, when planning curriculum, teacher training, the role and responsibilities of the DSL and parental engagement.

We recognise that unrestricted access to mobile phones and other personal internet-enabled devices can present safeguarding, wellbeing and educational risks. In line with national guidance, we operate as a mobile phone-free environment during the school day. Pupils do not have access to mobile phones during lessons, between lessons, breaktimes or lunchtimes unless a specific exception has been agreed to meet an identified medical, safeguarding or educational need. Arrangements for the storage, use of and management of mobile phones and other personal devices are set out within our Mobile and Smart Technology Policy and Behaviour Policy.

Staff remain alert to the risks associated with mobile devices, including online bullying, child-on-child abuse, the making or sharing of nudes or semi-nudes, harmful online content, exploitation and the inappropriate use of social media.

Our filtering and monitoring standards will;

- 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

The annual review of filtering and monitoring arrangements will be led by the member of the senior leadership team responsible for filtering and monitoring, with support from the Designated Safeguarding Lead and IT support provider. The review will include checks that filtering and monitoring systems are operating effectively across all internet-connected devices and relevant locations used by pupils and staff.

A record of these checks, any identified concerns and actions taken will be maintained and reviewed as part of the school's safeguarding and governance arrangements. When reviewing filtering and monitoring arrangements, the Governing Body will consider the age range of pupils, the needs of children who may be at greater risk of harm, patterns of access to technology within the setting and the proportionality of safeguarding risks when determining appropriate filtering and monitoring measures.

Education at home/Remote learning: - Where children are being asked to learn online at home, the school will refer to and use the links and resources provided by the DfE; Safeguarding in schools, colleges and other providers and safeguarding in remote education.

Guidance Documents:

- [Children's Commissioner-Online Safety](#)
- [Teaching online safety in education settings](#)
- [Appropriate Filtering and Monitoring](#)
- [CEOP-Safety Centre](#)
- [National Cyber Security Centre](#)
- [NSPCC-Undertaking remote teaching safely](#)
- [360 Degree Safe - Online Safety Review Tool](#)
- [UKCCIS-UK Council for Child Internet Safety](#)

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 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

Close relatives are defined as a grandparent, brother, sister, uncle, or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness.
- Children whose parents cannot care for them because their work or study involves long or antisocial hours.
- Children sent from abroad to stay with another family, usually to improve their educational opportunities.
- Unaccompanied asylum seeking and refugee children.
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.
- Children staying with families while attending a school away from their home area.

Our staff will notify the DSL/DDSL if they become aware of a private fostering arrangement. There is a mandatory duty that we inform Staffordshire Families Integrated Front Door of a private fostering arrangement who then have a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Guidance Documents:

- [Fostering in Staffordshire](#)
- [Children Act 1989 – Private Fostering](#)

Preventing Radicalisation

Children may be susceptible to radicalisation into terrorism, and similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our settings safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
- **Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. However, freedom of speech comes with responsibility and that which is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. It is not an unqualified privilege and is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn into terrorism. Our staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff will use their judgement to identify children who might be at risk of radicalisation and act proportionately which may include the DSL/DDSL making a prevent referral.

Prevent Duty

We have a duty to have "due regard to the need to prevent individuals being drawn into terrorism" and this is known as The Prevent Duty and is part of our wider safeguarding obligations.

DSL/DDSL and other senior leaders in our setting are familiar with this Prevent duty guidance especially paragraphs 141-210, which are specifically concerned with education (and covers childcare). There are three general themes: leadership and partnership, capabilities and reducing permissive environments.

The Local Academy Committee, Head Teacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. We have completed a Prevent duty risk assessment.

Our DSL/DDSL know how to make a Prevent referral using the National Prevent referral form.

We will monitor online activity within our setting to ensure that inappropriate sites are not accessed by students or staff. We have appropriate filtering and monitoring systems in place on our devices and networks, and these are regulated, and risk assessed as part of the prevent duty. (See filtering & monitoring and online safety within this policy. (insert name of software)).

Guidance Documents:

- Prevent duty guidance
- Understanding Martyn's Law
- Educate Against Hate
- ACT Early | Prevent radicalisation

Serious Violence

All staff are aware that serious violence is a continuing safeguarding concern and may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff understand that they play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may be victims themselves).

All staff are alert to signs that a child may be at risk of or involved in serious violence and that these risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending.

All staff are aware of the indicators, which may signal children are at risk from, or are involved in serious violence. 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. We will try to be alert to when children might be at highest risk around the school day (for example, immediately after school/college).

Staff understand that they must report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy).

The DSL will assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action, which may include sharing information with multi-agency colleagues in line with KCSiE and Working Together. Depending on the risk, the DSL/DDSL will ensure that a safety and support plan will be put in place, and where relevant, consider action to de-escalate peer conflict. This will include Early evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support.

The DSL/DDSL will work closely with relevant partners to ensure that they have contextualised knowledge and make appropriate referrals. They will be proactive in sharing relevant information, to the police, using the police intelligence form

Guidance documents:

- Suspension and permanent exclusions
- Serious Violence Strategy - GOV.UK
- An analysis of indicators of serious violence
- Gangs and Youth Violence-Schools & Colleges
- Tackling violence against women& girls strategy
- Violence against women and girls-national statement of expectations
- Youth Endowment Fund
- New Violence Reduction Strategy for Staffordshire

Children with family members in prison

We recognise that children with a parent or family member in prison may be vulnerable and require additional support. Staff will consider the impact of parental imprisonment on a child's wellbeing, attendance, behaviour and educational outcomes and provide support as appropriate.

Children and the court system

We recognise that some children may be required to engage with the criminal or family court system and may require additional support during this process. Staff will work with relevant agencies to safeguard and support children where appropriate.

Child abduction and community safety incidents

Through the curriculum and wider safeguarding arrangements, children are taught about personal safety and how to respond to situations which may place them at risk. Concerns regarding child abduction or community safety incidents will be managed in line with safeguarding procedures.

Allegations about a Member of Staff (Incl supply), Governor or Volunteer

1. Inappropriate behaviour by staff/supply staff/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability, or sexuality.
 - **Sexual**
For example, sexualised behaviour towards students, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault, and rape.
 - **Neglect**
For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, supply staff, Governor, visitor or volunteer the Headteacher must be informed immediately. The Headteacher must carry out an urgent initial consideration to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview students.
3. The Headteacher will exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Headteacher will notify the Staffordshire Designated Officer **via the LADO Referral form** . The LADO will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within Staffordshire Children's Social Care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student. These should be addressed through the school's own internal procedures.
 - If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.
4. Where we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers). In no circumstances will the school/college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The LAC will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
5. Where an allegation has been made against the Headteacher, then the Chair of the LAC takes on the role of liaising with the LADO in determining the appropriate way forward. Managing Allegations of Abuse against a person who works with children

Appendix 4

Role of the Staffordshire Local Authority Designated Officer (LADO)

The Staffordshire LADO promotes a safer children's workforce by providing effective guidance, advice, and investigation oversight to cases. They **may** offer advice and assist with communication in situations which sit outside the statutory criteria, albeit at the discretion of the LADO and where the broader goals of a safer children's workforce are relevant.

The service will give **advice** on how concerns or allegations should be investigated, including if a referral should be raised with the Police and/or Children's Social Care. They are not directly responsible for investigatory activities but will actively support any investigation and give advice around a range of parameters including suspension, possible media interest, when to tell the adult, and ensure all interested parties are appropriately linked together. They will retain oversight of individual cases to ensure concerns or allegations are investigated thoroughly in a fair and timely manner, and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS.

They are compliant with the SSCP procedures and Working Together 2026 ensuring that allegations are dealt with consistently and in a timely manner and that a thorough, proportionate and fair process is followed.

Arrangements for managing concerns or allegations of this nature should be robust and effective in keeping children safe. All allegations should be taken seriously, approached with an open mind, and not be driven by preconceived opinions about whether a child has or has not been harmed.

All reports of concern or allegation to the Staffordshire LADO that an adult working or volunteering with children:

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

The Headteacher/Chair of Governors/Proprietor will refer to the LADO in Staffordshire via the LADO Referral form

Further guidance: -

- KCSiE 2026 Part 4
- Working Together to Safeguard Children 2026

Appendix 5

Useful safeguarding contacts *Feel free to add in any local contacts

- Staffordshire Education Safeguarding Advice Service (ESAS) on 01785 895836 or email esas@staffordshire.gov.uk
- Local Authority Designated Officer – all referrals via form
- Staffordshire Families Integrated Front Door (SFIFD) 0300 111 8033
- Emergency Duty Services (EDS) 0345 604 2886 or via email eds.team.manager@staffordshire.gov.uk
- Stoke-on-Trent Children's Services: Chat and Advice Service (CHAD) 01782 235100
Emergency Duty Team: 01782 234234
- Staffordshire Police Prevent Team 01785 232054/233109 or email prevent@staffordshire.police.uk
- PHSE Coordinator Natalie McGrath natalie@staffscvys.org.uk
- Child Exploitation and Online Protection Centre CEOP
- NSPCC–24hr Helpline 0808 800 5000/Staffs School contacts rachel.willis@nspcc.org.uk & Matthew.Harding@nspcc.org.uk
- [Stop It Now!](http://StopItNow.org) child sexual abuse helpline
- Women's Aid - 24 Hour Helpline: 0870 2700 123
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999. Unicef

National Contacts

- CEOP (Child Exploitation and Online Protection) [CEOP Safety Centre](http://CEOP)
- Professionals Online Safety Helpline–0844 381 4772 [Safer Internet Helpline](http://SaferInternetHelpline)
- Internet Watch Foundation (IWF)–[Internet Watch Foundation](http://InternetWatchFoundation)
- Professionals Online Safety Helpline (POSH) 0344 3814772.
Email helpline@saferinternet.org.uk
- Childline – 0800 1111 Childline
- Ofsted – General enquiries: 0300 123 1231
About Schools: 0300 123 4234
Concerns: 0300 123 4666
e-mail: enquiries@ofsted.gov.uk
- HM Government (advice on protecting children from radicalisation for parents, teachers, and leaders) www.educateagainsthate.com
- NSPCC Harmful Sexual Behaviour project: 0844 892 0273

Appendix 6

Insight MAT (in conjunction with Staffordshire Safeguarding Children Board)

Insight MAT procedure when dealing with Child on child Abuse Procedure (Including Sexual Violence and Sexual Harassment between children)

Aspects of the procedure are within the Keeping Children Safe in Education 2021 and Achievement and Positive Behaviour Policy

Purpose of the Procedure

The purpose of this procedure is to:

- Provide clarity on what is meant by child-on-child abuse in all its forms
- Understand the culture within the setting
- Evidence how ALL staff support the children in the setting
- Give children confidence that they will be supported and informed
- Give parents/carers the assurance that staff know how to deal with this abuse
- Evidence how safeguarding staff handle reports/concerns/disclosures
- Inform of the post incident management process/ongoing support/safety planning

Child on child abuse - What is it?

Child on child abuse is any form of physical, sexual, emotional and financial abuse using coercion/power and/or control by an individual child or group of children and is exercised between children and within their relationships (both intimate and non-intimate).

All staff in Sir Graham Balfour recognise that children can abuse their peers and are aware of the different forms that these safeguarding issues take:

- Bullying-emotional/physical so **repeated** behaviour which is intended to hurt someone either emotionally or physically (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
- Online/Cyber bullying
- Prejudiced relating bullying
- Sexual Violence, Sexual Harassment and Sexually Harmful behaviour.
- Sexting sharing of nude or indecent (youth produced sexual imagery).
- Abuse in intimate relationships, including teenage relationship abuse
- Initiation/hazing type violence and rituals.
- Hate crime
- Gang association and serious violence - County Lines
- Radicalisation

This abuse can be motivated by perceived differences. e.g. on grounds of race, religion, gender, sexualorientation, disability or other differences and result in significant, long lasting, and traumatic isolation, intimidation, and/or violence to the victim.

We will record all instances of Child on Child Abuse and inform parents /carers of such incidents.

Sexual Violence, Sexual Harassment and Sexually Harmful Behaviour (SHB)

Sexual Violence, Sexual Harassment and Sexually Harmful Behaviour (SHB) can occur between two children of any age and sex or with groups of children by sexually assaulting or sexually harassing a single child or group of children.

We recognise that this behaviour can take place in a school or any setting where students are together and that the impact of this behaviour on children can be extremely distressing, impacting on their emotional health and wellbeing as well as affecting their academic achievement.

Sexual Violence and Sexual Harassment must be referred immediately to the Designated Safeguarding Lead (DSL)

Sexual Violence - For this procedure we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape**: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration**: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault**: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual Harassment - For this procedure we mean 'unwanted conduct of a sexual nature' that can occur online and offline. We refer to this 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 deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos, or drawings of a sexual nature; and
- Online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); sexualised online bullying and inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

Sexually Harmful Behaviour (SHB) In this policy we recognise the importance of distinguishing between healthy, problematic, and sexually harmful behaviour.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour, and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. It may include:

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse

Consent is when someone **agrees by choice** and has the **freedom** and **capacity** to make that choice. It is important to note that:

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape
- A person cannot give consent if under the influence of alcohol and/or drugs.

Sexting - the sharing of nude or indecent imagery (youth produced sexual imagery)

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. These images may have been because of upskirting.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as sports team, etc. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Teenage relationship abuse

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

Responding to a concern/incident/disclosure of child on child abuse

Child on child abuse may occur in Sir Graham Balfour, on the way to or from the setting or out in the community. Consideration will be given to many aspects of the abuse and here are a few examples:

- Does it involve a single incident or has occurred over time?
- Is the behaviour problematic and concerning?

- Does it involve any overt elements of victimisation or discrimination, e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability?
- Is there any element of coercion or pre-planning?
- Does it involve a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power?
- Has there been a misuse of power?

It is also important that we:

- ascertain if there were there any witnesses to the abuse
- make notes and record ALL conversations with children spoken to as well as parents/carers/other professionals, including any actions taken
- treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves
- ensure that a safeguarding response is in place for both child and alleged perpetrator

Consideration should also be given to supporting children who have witnessed peer on peer abuse of any kind. This is likely to be traumatic and support may be required. We will signpost to agencies and support services available where needed.

We will do all that we can to ensure both the child and alleged perpetrator, and any witnesses, are not being bullied or harassed following this. Social media is likely to play a part in the fall out from any incident and friends from either side could well harass the victim or alleged perpetrator online as well as face to face. Any evidence we have of students using social media inappropriately will be sanctioned according to existing policies.

Responding to all reports and concern of sexual violence and/or sexual harassment between children.

Guidance is clear in that it does not attempt to provide (nor would it be possible to provide) detailed advice on what we should do in any or every particular case; it provides effective safeguarding practice and principles for us to consider in the decision-making process and on a case by case basis.

The Designated Safeguarding Lead (DSL) and deputies (DDSLs) will take the lead role when dealing with this type of abuse using their professional judgement and working together practices. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure and it is important to maintain a calm, considered and appropriate response to any reports.

We understand that it is not easy for children to tell us about this type of abuse, and they may struggle to make a direct verbal report. Therefore, observations of changes in presenting behaviours is key.

We understand the importance of our initial response to a report and how this can encourage or undermine the confidence of children of sexual violence and sexual harassment. The culture in the setting is key to this.

On occasions the child may not wish for their identity to be known and there are no easy or definitive answers when this is requested. If the child does not give consent to share information, we

may still lawfully share it, if it can be justified to be in the public interest. For example, to protect children from harm and to promote the welfare of children.

The Designated Safeguarding Lead will consider the following:

- The wishes of the victim in terms of how they want to proceed
- The child should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered - we will balance this aspect and the need to balance our duty and responsibility to protect other children
- The nature of the alleged incident(s) including might a crime have been committed and consideration of any display of harmful sexual behaviour
- The ages of the students involved
- The developmental stages of the students involved
- Any power imbalance between the students (e.g. Is the alleged perpetrator significantly older? Does the child have a disability or learning difficulty?)
- If the alleged incident is a one off or a sustained pattern of abuse (the sustained pattern of abuse may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Whether there are ongoing risks to the victim, other children, adult students, or staff
- Other related issues and wider context, including links to any forms of child exploitation

When we talk about Sexual Violence and Sexual Harassment between children, we will refer to 'child' and 'alleged perpetrator'. This does not mean that we are taking sides nor making any judgement, but for the purpose of this policy we will refer to children involved in this way.

Victim – we will refer the victim as a child:

- listen and take any disclosure seriously
- never make them feel that they are creating a problem or be ashamed
- reassure them that they will be kept safe
- handle the situation with sensitivity
- use proper names for body parts but record exactly any language or vocabulary used by the child
- ask open questions and not lead the child
- ascertain where the abuse occurred as this may highlight 'hot spots' or vulnerable locations in the setting or within the community which may need to be revisited by either ourselves (in school) or by alerting police/partners if it is in the community
- ascertain if other children witnessed this abuse
- consider ongoing support within the setting
- consider any referrals for external support

Parents or carers of the child will be informed (unless this would put the victim at greater risk). Rape, assault by penetration and sexual assaults are crimes and the DSL will have to balance the victim's wishes against their duty to protect the victim and other children within the school setting. If we do decide to make a referral to children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, the reasons will in most cases be explained to the victim and appropriate specialist support offered. We will also consider the following:

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v10.0

Safeguarding Policy

Issue:

- The wishes of the child in terms of how they want to proceed
- That the victim(s) should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. (We will balance this aspect and the need to balance our duty and responsibility to protect other children)
- The nature of the alleged incident(s) including might a crime have been committed and consideration of any display of harmful sexual behaviour.
- The ages of the students involved
- The developmental stages of the students involved
- Any power imbalance between the students (e.g. is the alleged perpetrator significantly older? Does the victim have a disability or learning difficulty?)
- If the alleged incident is a one off or a sustained pattern of abuse (the sustained pattern of abuse may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Are there ongoing risks to the victim, other children, adult students, or staff
- Other related issues and wider context, including links to any forms of child exploitation

We will give all the necessary support for the victim to remain in school; however, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college will be considered to enable them to continue to receive suitable education. This will only be at the request of the victim (and following discussion with their parents or carers).

Alleged perpetrator - When we speak to the 'alleged perpetrator' we will:

- listen to what they say and not dismiss their account
- handle the situation with sensitivity and a non-judgemental approach
- offer ongoing support
- record all conversations and all action taken
- consider any referrals for external support, e.g. Youth Offending Service/Catch 22

When to inform the alleged perpetrator will be a decision that will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations.

There are four likely scenarios we will need to consider when managing any reports of sexual violence and/or sexual harassment:

- a) **Manage internally** - In some cases of sexual harassment (for example, one-off incidents), we may take the view that the students concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally using our own sanctions in line with the Achievement and Positive Behaviour and Anti-Bullying policies and by providing pastoral intervention and support.
- b) **Early Help** - We may decide that the children involved do not require statutory interventions but may benefit from early help where we are the lead professional. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early

help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence. This will help to evidence the support that we have given, the work undertaken and if desired outcomes have been achieved

- c) Referral to social care - At the point of referral to children's social care, we will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk).

If a referral is made, children's social care will then make enquiries to determine whether any of the children involved need protection or other services. Where statutory assessments are appropriate, the DSL or DDSL should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.

- d) Referral to the police - See Section 4 below

Reporting to the Police

At Insight MAT we understand our responsibilities to call the Police and reporting forms of child on child abuse. This does not mean that we are looking to criminalise children, and this may not always be necessary.

The guidance that we follow is:

When to call the police (guidance for schools and colleges)

Outcome 21 Sexting Guidance

In any form of child on child abuse where it is believed that an offence has been committed, a report may be made to the Police.

Where a report has been made to the police, we will consult with the police and agree what information is appropriate to disclose to staff and others, in particular the alleged perpetrator and their parents or carers. We will also discuss the best way to protect the victim and their anonymity.

This may also include the development of a clear and robust safety and support plan as part of this early help process. However, as you will see further on in this policy, risk assessing and safety planning is a key aspect of all child on child abuse.

With regard to sexual violence and sexual harassment between children, where there is a report of a rape, assault by penetration or sexual assault, the starting point is that this should be passed to the police who will advise and log according to their own guidelines.

Working with our parents and carers

At Insight MAT we will, in most instances, engage with both the child's and the alleged perpetrator's parents or carers when there has been a report of peer-on-peer abuse including sexual or sexual harassment. The exception to this rule is if there is a reason to believe that informing a parent or carer will put a child at additional risk.

We will carefully consider what information provided to the respective parents or carers about other children involved and when to do so.

It should be the case that we will meet the child's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the child and understand their wishes in terms of support they may need and how the report will be progressed.

It is also likely that we will meet with the alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact the alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education.

We will be clear and transparent and explain the reason behind any decisions. Support for the alleged perpetrator will be discussed including any referrals, if appropriate.

We realise that parents and carers may well struggle to cope with a report that their child has been the victim of an assault or is alleged to have assaulted another child. Details of organisations that support parents are provided on the school website and at the end of the policy.

Sanctions

We will decide appropriate sanctions on a case-by-case basis in line with the Achievement and Positive Behaviour Policy and any graduated response required.

We will take their behaviour seriously and again use a graduated response to this, whilst also educating them the importance of resolving any conflict in a respectful and restorative way.

If there is police involvement, we will work closely with them to ensure that any disciplinary action taken by us, as a result of the incident, does not jeopardise the police investigation.

Post Incident Management

It is vital that all children involved in child on child abuse are given appropriate and ongoing support for as long as it is required/needed. This may include referrals to other agencies/professionals outside the setting and this decision will be made in conjunction with the children, their parents/carers, and other professionals.

If there are other professionals involved, then we will liaise with those colleagues to ensure that we are working together and understand one another's role in this support.

There may be delays in any case that is being progressed through the criminal justice system. However, we will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator, and other children in the school and moving forward with our post incident management.

Support planning is vital, and it is imperative that following any incident the children involved continue to feel supported and receive help even if they tell us that they are coping and managing. Sometimes feelings of embarrassment, remorse, regret, or unhappiness may occur at a much later stage. We will do our best to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) will happen as part of this plan.

Referrals may have already happened as mentioned previously in this policy, but it is important to establish which professionals continue to work with ALL children involved in this process and this is helped with robust planning.

Safety planning/Risk assessment

Integral to post incident management is robust safety planning/risk assessment and this is an invaluable and necessary process. It is one of the key priorities as part of the post incident management. When looking at this process, consideration should be given to the following:

- if this is an ongoing police investigation, we will ask the police if we have any questions about the progress of the matter for example, are there any bail conditions in place or has there been a charging decision. It is key to have a central point of contact with the police for updates and progress. Where required, advice from the police will be sought to help us to manage our safeguarding responsibilities. Where bail is deemed proportionate and necessary, as above, we will work with children's social care and the police to manage any implications and safeguard children
- the importance in ensuring that the child can continue in their normal routine, including continuing to receive a suitable education
- the importance of the alleged perpetrator in continuing to access education and support
- do the child and alleged perpetrator share classes
- what measures need to be put in place when children move between lessons/classes
- what measures need to be put in place for unstructured time (break and lunchtimes)
- what measures need to be put in place for the arrival at the start of the school day and leaving at the end of the school day
- does the child and alleged perpetrator travel to and from school using the same form of transport
- appropriate information sharing with staff in the setting in order that the plan is manageable and as successful as possible
- if it is the case that the alleged perpetrator is moved to another educational institution (for any reason), then we will ensure that the new educational institution is made aware of any ongoing support needs.

In all cases, we will record the decision making together with the rationale behind those decisions. All the above will be considered with the needs and wishes of the child at the heart of all that we do as part of this process (supported by parents and carers as required). The safety plan/risk assessment will be kept under review.

Appendix 7

Insight procedure for when allegations of abuse made against staff

Section 1: allegations that may meet the harms threshold

This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- 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 – this includes behaviour taking place both inside and outside of school
- We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Headteacher, or the Chair of Governors where the Headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

The procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the Insight MAT.
- If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the Police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the Police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the Police or children's social care services, where necessary). Where the Police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, Police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the Designated Safeguarding Lead (DSL) and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer

what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the Police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Staff are strongly encouraged to join a trade union and where this is the case, they should contact their representative for advice. The Business Manager of the school will also be able to offer contact details of the Insight MAT's counselling service.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the Police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the Police are involved, wherever possible the school will ask the Police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to the standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with the Local Authority Designated Officer (LADO) to determine a suitable outcome
- The LAC will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

- When using an agency, we will inform them of the process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the Police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, Police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the Police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with the local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the Police.

Section 2: concerns that do not meet the harm threshold

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school

- Pre-employment vetting checks
- We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- staff should be made clear what constitutes a low-level concern via the Staff Code of Conduct
- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority
- Examples of such behaviour could include, but are not limited to:
 - Being overly friendly with children
 - Having favourites
 - Taking photographs of children on their mobile phone
 - Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
 - Using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system
- Having an open-door policy to senior leaders and Safeguarding staff.

Responding to low-level concerns

If the concern is raised via a third party, the Headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously

- To the individual involved and any witnesses
- The Headteacher must contact the LADO to seek advice if they are concerned whether the low-level concern has met threshold
- The Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's disciplinary policy and staff code of conduct.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school
- Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 8

Areas of Safeguarding which are specific to Sir Graham Balfour School.

The Role of the Local Academy Committee (LAC)

The Safeguarding link is Mike Winkle, Chair of Governors. He provides strategic direction of Safeguarding. There is a half-termly formal meeting between the Chair of Governors and the DSL. The DSL reports directly to the Standards, Curriculum and Students and Community which includes the number and nature of incidents raised, number and nature of incidents referred to the ESAS and first response. Current caseload is also reported. This forms part of the Headteacher's report to the LAC.

Role and responsibility of DSL/DDSL

The DSL is Sharon Metcalfe, Deputy Headteacher i/c of Personal Development and Welfare. DDSLs are Rachel Norman, Student Support Manager, Sarah Marshall, Assistant Headteacher, Personal Development and Welfare and David Chamberlain SENDco. All year heads are Level 2 Safeguarding trained.

The Designated and Deputy Safeguarding Leads (DSL and DDSL) will carry out their roles in accordance with Keeping Children Safe in Education 2025..

The DSL/DDSL will undergo the appropriate Safeguarding Training to provide them with the knowledge and skills to carry out their role. This training should be updated at least every 2 years, in line with the Staffordshire Safeguarding Children's Board requirements.

In addition to the formal training, their knowledge and skills are refreshed at regular intervals, at least annually, through the termly SCC DSL Briefings, weekly ESAS emails, meeting other DSL's, emails and reading statutory guidance. The training provides DSL/DDSL's with a good understanding of their own role, the processes, procedures, and responsibilities of other agencies, particularly children's social care.

The DSL continually develops an understanding of the community the school serves, the risks and resilience. PCSOs are essential in keeping in touch with issues which arise in the community. Many of our staff live in the local community and keep us abreast of the community.

Specific training for all staff

- At Sir Graham Balfour we have a robust Safeguarding training schedule for all staff (see below), which is monitored by the DSL. All staff receive annual Level 1 Safeguarding training, as required in KCSIE 2025, and receive regular updates through staff meetings, briefings, emails etc. to develop and support robust safeguarding practices amongst all staff. The Level 1 Safeguarding Training will take place during the first half term with mop ups for staff who are unable to attend the first day. Safeguarding training is part of the Induction Schedule and sessions are run for Trainee Teachers. A half termly newsletter is prepared for both parents and staff. Updates appear in the Staff Bulletin.
- The school has **clear induction processes** for all staff, volunteers and Governors, and all required documents and policies are provided both at induction of new staff, and on a yearly refresh basis for current staff. These documents include Part 1 of KCSIE 2024 (staff sign to say that they have read and understand at part of the appraisal process); Code of Conduct; Achievement and Positive Behaviour Policy.

Safeguarding CPD 2025-26

September

Level 1 Safeguarding for all

Weekly Staff Bulletin

7-minute briefings

PDW Friday meetings

Safeguarding and long-term absenteeism (roles in school)

Child's Voice

Daily Lived Experiences including parental behaviour (use poster Voice of the Child)

Role of the Virtual School Head – Lesley Gill and Deputy Joy Oakes

PDW meeting 1

AI-generated child sex abuse material

PDW meeting 2

Forced marriage

PDW meeting 3

Social transitioning

PDW meeting 4

Hackett Tool

PDW meeting 5

Sextortion

PDW meeting 6

Child criminal exploitation

Online monitoring systems

recognises the range of issues that have arisen due to the increased use of the internet and social media. Therefore, the following takes place as pro-active methods to counter inappropriate use of the internet and social media.

- We use SENSO as a method to identify inappropriate internet searches of a sexual nature, violent nature, suicidal nature etc.. Any concerns are sent directly to My Concern which are acted upon by the DSL or DDSLs.
- The DSL and DDSL have access to SENSO so we can search an individual's internet searches if we have any concerns about students.
- Online safety is a theme that runs through the Online Safety Policy, The Staff Code of Conduct and the Achievement and Positive Behaviour Policy.
- Online safety is taught through the Computing Curriculum, RSE and PSHE lessons.
- Parents are updated regarding Online Safety via the Safeguarding newsletter.
- The DSL conducts an annual review of online systems and issues relating to inappropriate online usage to ensure that practice is responding to need.

The people you should talk to in school are:

Role in school	Name	Contact Number
Designated Safeguarding Lead (DSL)	Sharon Metcalfe	01785 223490
Deputy Designated Safeguarding Leads (DDSL)	Rachel Norman Sarah Marshall David Chamberlain	01785 223490
Chair of Governors	Mike Winkle	mwinkle@sirgrahambalfour.staffs.sch.uk

Appendix 9

Useful Safeguarding links

There are also a number of other useful links in KCSiE 2025 on pages 163 to 170 regarding the topics of abuse, bullying, children missing from education, home or care, children with family members in prison, child exploitation, confidentiality, drugs, FGM and forced marriage, health and well-being, homelessness, information sharing, online advice – including online safety, private fostering, radicalisation, serious and sexual violence, specialist organisations, harmful sexual behaviour, support for victims, useful toolkits, sharing nudes and support for parents/carers.

NSPCC

- [Harmful sexual behaviour \(HSB\) NSPCC Learning](#)
- [Keeping children safe online-online safety sexting/sending nudes](#)

National Contacts

- CEOP (Child Exploitation and Online Protection) [CEOP Safety Centre](#)
- Professionals Online Safety Helpline – 0844 381 4772 [Safer Internet Helpline](#)
- Internet Watch Foundation (IWF) – [Internet Watch Foundation](#)
- Safer Internet Centre – helpline@saferinternet.org.uk
- Childline – 0800 1111 [Childline](#)
- Ofsted – General enquiries: 0300 123 1231
About Schools: 0300 123 4234
Concerns: 0300 123 4666
e-mail: enquiries@ofsted.gov.uk
- HM Government (advice on protecting children from radicalisation for parents, teachers, and leaders) www.educateagainsthate.com
- **NSPCC Harmful Sexual Behaviour project: 0844 892 0273**

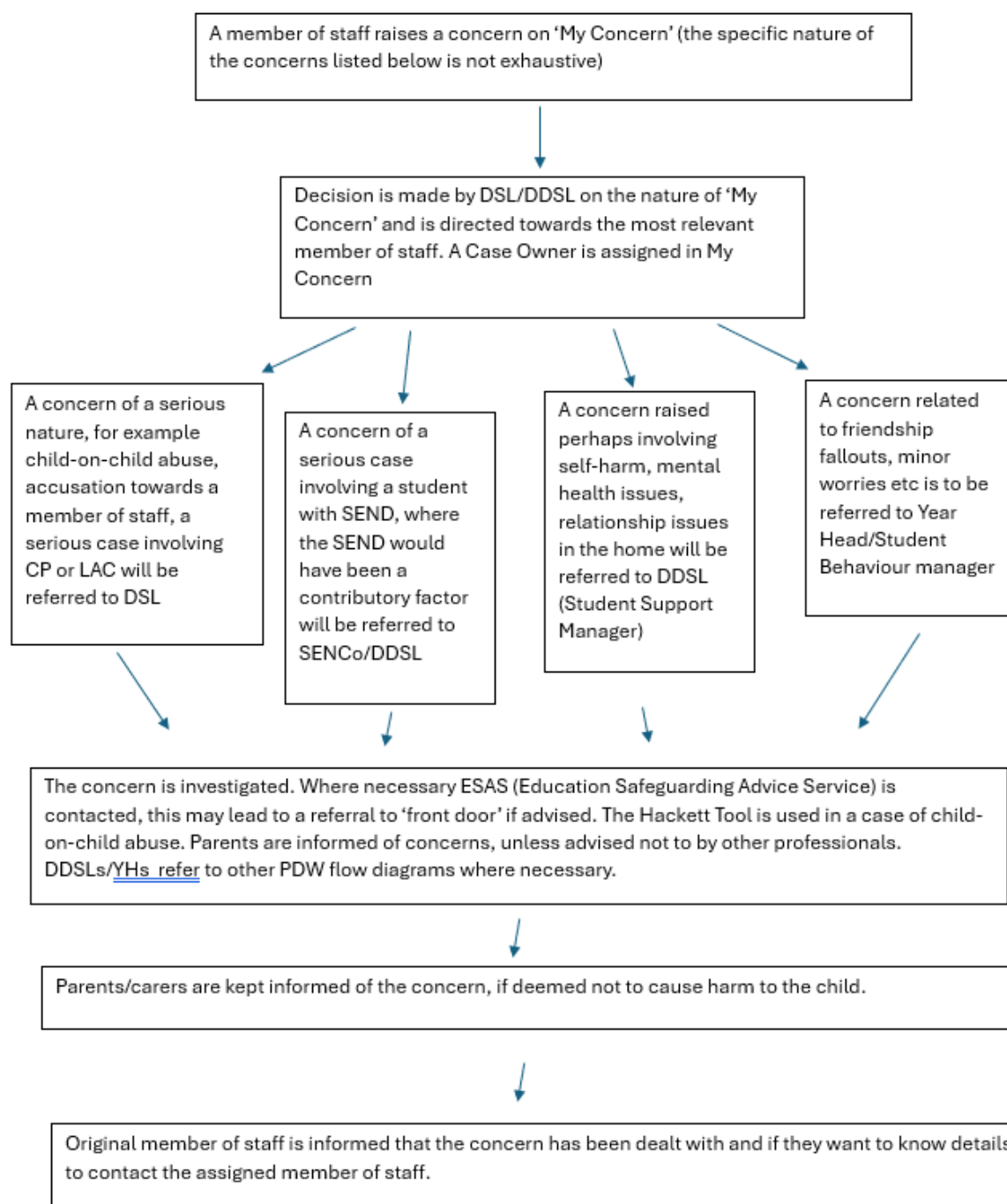
Useful websites

- Staffordshire Safeguarding Children Board [StaffsSCB](#)
- Child Exploitation and Online Protection Centre (CEOP) – [Ceop-Police](#) & [knowaboutcse](#)
- NSPCC – 24-hour Child Protection Helpline 0808 800 5000
[NSPCC](#)
- Women's Aid - 24 Hour Helpline: 0870 2700 123
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999. [Unicef](#)

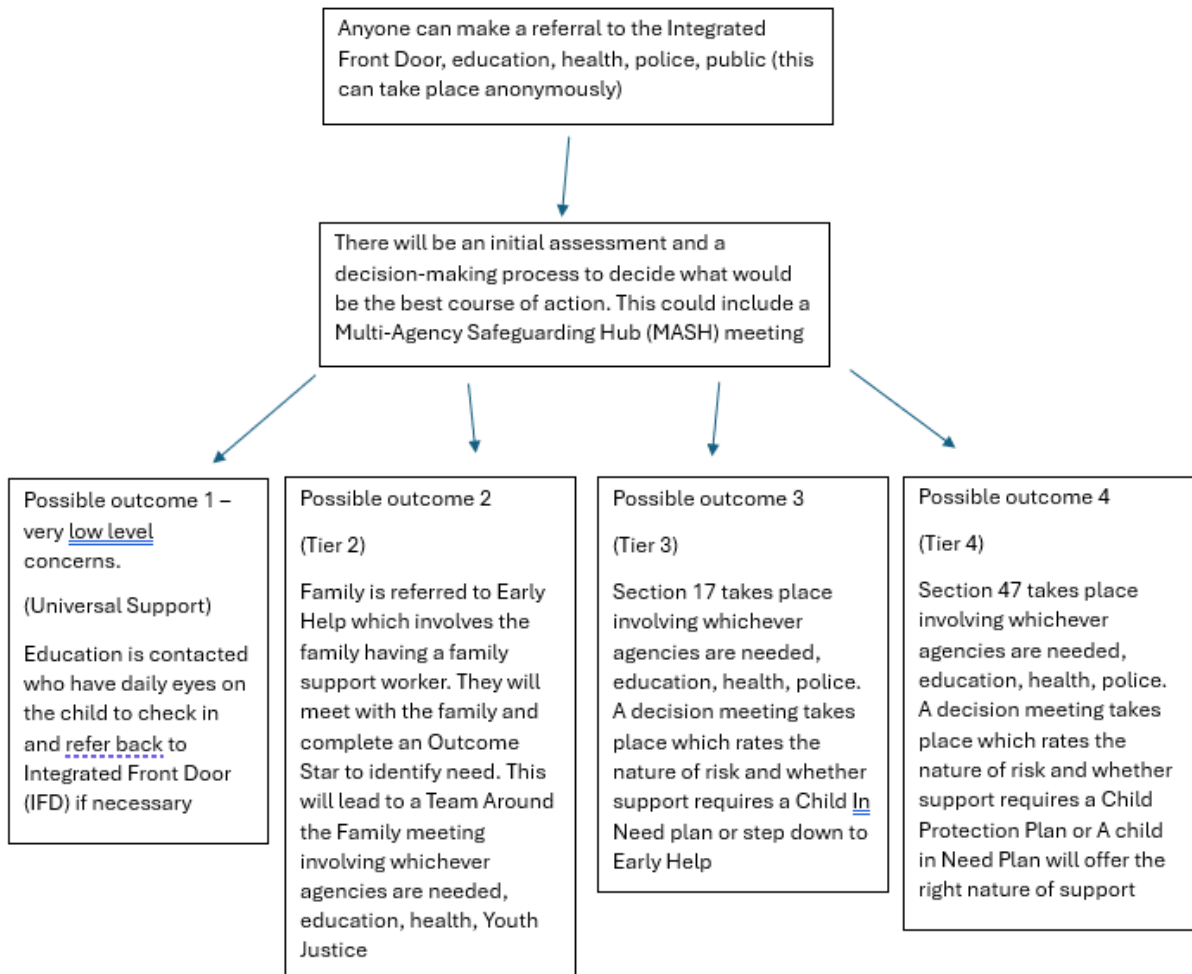
Appendix 11

Useful Flow Diagrams

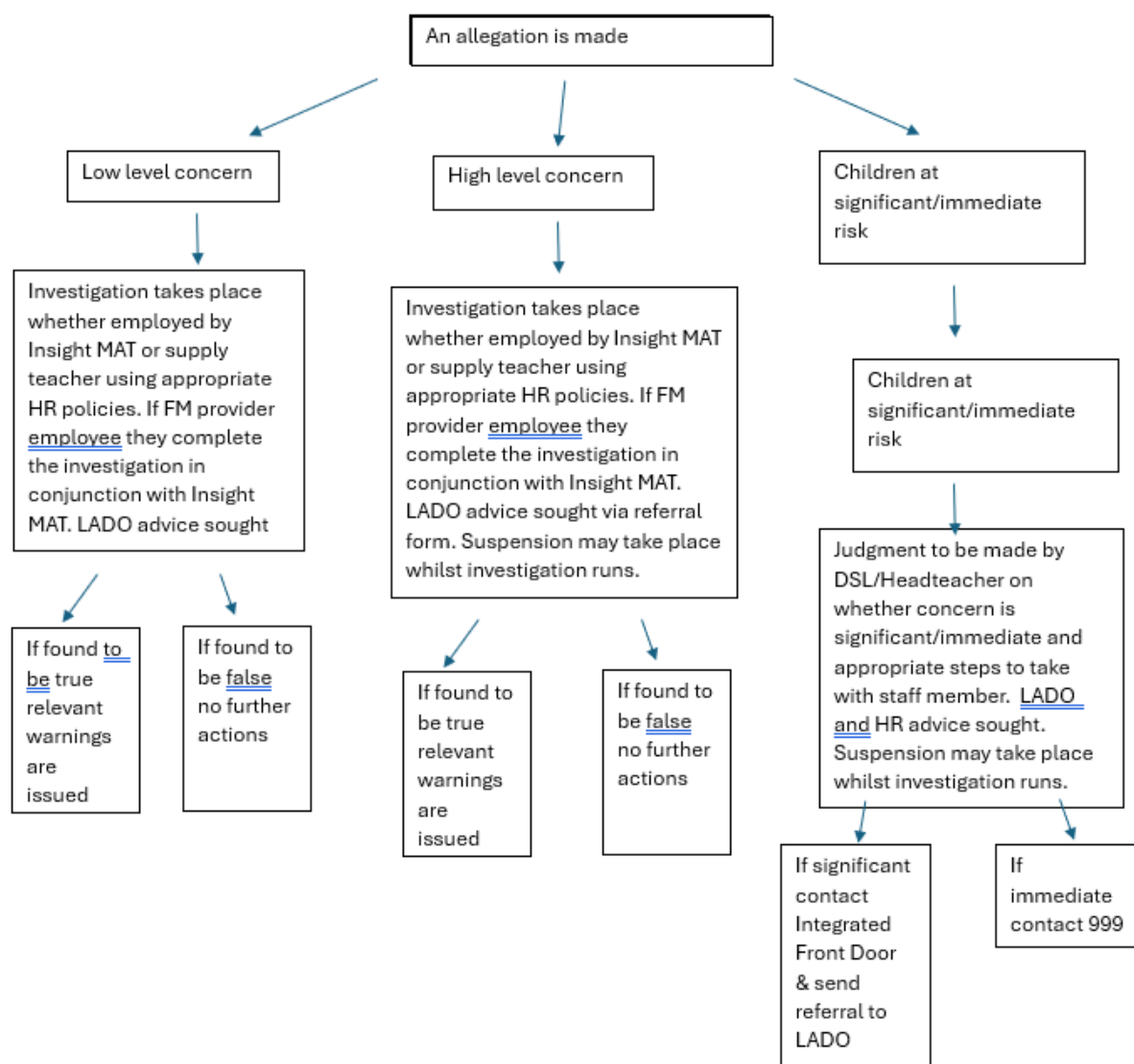
What happens when a concern is raised on My Concern



What happens when a referral is made to services and potential outcomes.



What happens when an allegation is made about a member of staff, including low level concerns.



What happens when child-on-child abuse allegation is made.

