



Horizon
Academy Trust

Child Protection and Safeguarding Policy

2.0

KCSIE 2026



Version Control –2.0

Version	Purpose/Change	Author	Date
1.1	Amend in relation to the new KCSIE	T Knight	August 2023
1.2	Amalgamate East Riding and Hull Policies	T Knight	January 2024
1.3	Amended small errors in formatting	T Knight	February 2024
1.4	Updated in line with KCSIE • Acronyms- AI • Definitions “Sexting” • Deep fakes and Deep Nudes • Indecent imagery • Legal framework- non statutory guidance DfE (2024) ‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’ • Staff roles and responsibilities • DSL responsibilities Child on Child abuse • Consensual and non-consensual sharing of indecent images and videos • Adult involvement in youth-produced sexual imagery	T Knight	June 2024
1.5	Added details regarding the training requirements and support for staff members to access training and understand how to deal with safeguarding concerns.	T Knight	April 2025
1.6	Updated in line with legislation and KCSIE: 1. Legal framework 2. Roles and responsibilities 3. Abuse, neglect and exploitation 4. Child-on-child abuse 5. Online safety and personal electronic devices 6. Monitoring and review	T Knight	September 2025
1.7	Reviewed wording in line with Mobile Phone Legislation.	T Knight	July 2026

2.0	Updated in line with KCSIE 2026. Strengthened online safety, AI-generated harm, filtering and monitoring, attendance safeguarding, information sharing, CPOMS recording expectations and Trust safeguarding arrangements	T Knight	September 2026
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Statement of intent

Horizon Academy Trust is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Horizon Academy Trust recognises that safeguarding risks continue to evolve. This includes risks associated with artificial intelligence, deepfakes, online exploitation, financial extortion, social media platforms, gaming platforms and emerging technologies. The Trust is committed to maintaining robust safeguarding systems that are responsive to changing risks and informed by national guidance, local safeguarding arrangements and safeguarding reviews. Staff will maintain a culture of vigilance and professional curiosity where safeguarding concerns may arise.

All Horizon Academy Trust academies use CPOMS as the Trust's safeguarding recording system and maintain safeguarding procedures consistent with both Hull Safeguarding Children Partnership and East Riding Safeguarding Children Partnership requirements.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the governing board, the headteacher and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the headteacher and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
AI	Artificial intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.
AP	Alternative Provision	An education arranged outside of a standard mainstream school for children who cannot attend regular classes due to exclusion, illness, or other specific barriers
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
EH	Early Help	The practice of providing timely, whole-family support to children as soon as emerging needs or concerns appear, aiming to stop issues from escalating into statutory social care interventions.
FMSE	Financially Motivated Sexual Extortion	Financially Motivated Sexual Extortion, sometimes known as "sextortion", occurs when a person threatens to share real, manipulated or artificially generated intimate images unless money, further images, personal information, services or other demands are provided. Children can be targeted through social media, gaming platforms, messaging applications or artificial intelligence enabled applications.
TAF	Team around the family	A multi-agency group that comes together to support a child and their family when they have additional or emerging needs.

DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal

		in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.

LGBTQ+	An umbrella term referring to people who identify as lesbian, gay, bisexual or otherwise have a minority sexual orientation or gender identity.	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours, adoption order, special guardianship, or child arrangement order.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.

SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

Definitions

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

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

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

For the purposes of this policy, **“consent”** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, **“sexual violence”** refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their 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 they intentionally penetrate the vagina or anus of another person (B) with a part of their 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 they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging

in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, **“sexual harassment”** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual exploitation, coercion, and threats.

For the purposes of this policy, **“upskirting”** refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the **“consensual and non-consensual sharing of nude and semi-nude images and/or videos”**, colloquially known as **“sexting”**, and collectively called **“youth-produced sexual imagery”** is defined as the creation

of sexually explicit content by a person under the age of 18 that is shared with another person under the age of 18. This definition does not cover persons under the age of 18 sharing adult pornography or exchanging messages that do not contain sexual images.

“Deep fakes” and **“deep nudes”** refer to digitally manipulated and AI-generated nudes and semi-nudes.

For the purposes of this policy, **“indecent imagery”** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Indecent images also include indecent **“pseudo-images”**, which are images have been created or manipulated using computer software and/or AI.

For the purposes of this policy, **“abuse”** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others,

e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, **“physical abuse”** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, **“emotional abuse”** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to

express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, 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 the child to frequently 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, but it may also occur alone.

For the purposes of this policy, **"sexual abuse"** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, **"neglect"** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)

- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

Statutory guidance

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2026) 'Keeping children safe in education 2026'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2023) 'Channel Duty Guidance: Protecting people susceptible to radicalisation'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings'

working with children and young people'

- DfE (2021) 'Teachers' Standards'
- DfE (2023) 'Recruit teachers from overseas'
- DfE (2026) 'Working together to improve school attendance'
- DfE (2025) 'Meeting digital and technology standards in schools and colleges'
- DfE (2025) 'Filtering and monitoring standards for schools and colleges'
- Department of Health and Social Care (2022) 'Virginity testing and hymenoplasty: multi-agency guidance'

This policy operates in conjunction with the following school policies:

- Children Absent from Education Policy
- EYFS Policy
- Prevent Duty Policy
- Anti-bullying Policy
- Suspension and Exclusion Policy
- Online Safety Policy
- Staff and Pupil ICT and Electronic Devices AUP
- Data Protection Policy
- Records Management Policy
- LAC Policy
- Whistleblowing Policy
- Allegations of Abuse Against Staff Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Relational Behaviour Policy
- Low-level Safeguarding Concerns Policy
- Staff Disqualification Declaration Form

2. Roles and responsibilities

- All staff have a responsibility to:
- Read and understand Part One of KCSIE in full and comply with the school's safeguarding and child protection procedures.
- Maintain an attitude of **"it could happen here"** when considering safeguarding concerns.

- Always act in the best interests of the child.
- Be alert to signs of abuse, neglect, exploitation, child-on-child abuse and safeguarding issues, including those that occur online.
- Be aware that children may not feel ready or know how to tell someone they are being abused, neglected or exploited.
- Identify children who may benefit from Family Help and report concerns appropriately.
- Report safeguarding concerns immediately to the DSL or Deputy DSL and follow school procedures.
- Record concerns accurately, promptly and factually in line with school procedures.
- Report concerns about the conduct of staff, volunteers, contractors or visitors in accordance with the school's allegations and whistleblowing procedures.
- Undertake safeguarding and child protection training, including regular updates, and apply this learning to practice.
- Support the school's approach to safeguarding, including online safety, and contribute to a culture where children feel safe, respected and listened to.
- Promote dialogue and understanding, and ensure all pupils feel listened to and understood.
- Avoid victim-blaming attitudes, and challenge it in a professional way if it occurs.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.

Teachers, including the headteacher, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Be aware of the process for making referrals to children's social care and statutory assessments under the Children Act 1989, particularly where children are identified as being in need, suffering or likely to suffer significant harm.
- Teachers should support the delivery of a curriculum that helps children stay safe, including online, and promotes safeguarding awareness

Governors/Trustees are responsible for:

- Ensuring that the school or trust has effective safeguarding and child protection policies and procedures that comply with statutory guidance and are reviewed regularly.
- Ensuring that safeguarding and child protection are embedded within the culture, ethos and strategic leadership of the organisation.

- Appointing a suitably qualified Designated Safeguarding Lead (DSL) and ensuring adequate time, funding, training, resources and support are available for the role.
- Ensuring staff receive appropriate safeguarding and child protection training, including regular updates and annual safeguarding information.
- Ensuring robust safer recruitment procedures are in place and that appropriate checks are undertaken on staff, volunteers and contractors
- Ensuring that children are taught about safeguarding, including online safety, as part of a broad and balanced curriculum.
- Monitoring the effectiveness of safeguarding arrangements through regular reports, scrutiny and challenge to leaders.
- Ensuring appropriate filtering and monitoring systems are in place to safeguard children when using technology.
- Ensuring allegations and safeguarding concerns relating to staff, volunteers and members of the leadership team are managed appropriately in accordance with statutory guidance.
- Ensuring that the school or trust works effectively with safeguarding partners and other agencies to promote the welfare and protect children from harm.
- Ensure filtering and monitoring arrangements are reviewed at least annually, that findings are documented and that appropriate action is taken in response to identified risks.

The headteacher will:

- Ensure that safeguarding and promoting the welfare of children is a priority across all aspects of school life and that a strong safeguarding culture is embedded throughout the school.
- Ensure that the school complies with its duties under KCSIE 2026 and other relevant safeguarding legislation and guidance.
- Appoint an appropriately trained Designated Safeguarding Lead (DSL) and Deputy DSL(s) and ensure they are given sufficient time, funding, training, resources and support to carry out their responsibilities effectively.
- Ensure that all staff receive appropriate safeguarding and child protection training, including induction and regular safeguarding updates.
- Ensure that all staff, volunteers and visitors understand and follow the school's safeguarding and child protection procedures.
- Ensure that safeguarding concerns are taken seriously and are responded to appropriately, including referrals to children's social care, the police and other agencies where required.
- Ensure that effective safeguarding policies and procedures are implemented, monitored and reviewed regularly.
- Ensure that safer recruitment procedures are followed and that all required pre-employment and safeguarding checks are completed.

- Ensure that allegations and low-level concerns relating to adults working in or on behalf of the school are managed appropriately and in accordance with statutory guidance.
- Ensure that suitable filtering and monitoring systems are in place and that online safety is effectively addressed throughout the curriculum and wider school environment.
- Promote effective multi-agency working and support information sharing where it is necessary to safeguard and promote the welfare of children.
- Provide safeguarding reports and information to governors/trustees to enable them to fulfil their strategic oversight responsibilities.
- Ensure that children are taught about safeguarding, including online safety, through a broad and balanced curriculum.
- Foster an environment where children feel safe, are listened to and know where to seek help if they have concerns
- Ensure that, where the school ceases to use the services of any person because that person was considered unsuitable to work with children, a prompt and detailed report is made to the DBS within one month and where necessary inform the Teachers Regulation Agency (TRA).
- Ensure that all staff read Part one of KCSIE in full.
- Guarantee that all volunteers aged 16 or over who engage in regulated activity—including any placement lasting more than 3 days in a 30-day period—must undergo an Enhanced DBS check with a Children's Barred List check prior to commencing their role.

The Designated Safeguarding Lead (DSL) will:

- Take lead responsibility for safeguarding and child protection across the school.
- Provide support, advice and expertise to staff on child welfare, safeguarding and child protection matters.
- Act as a point of contact for safeguarding concerns and ensure that all concerns are recorded, assessed and responded to appropriately.
- Refer cases of suspected abuse, neglect, exploitation or harm to children's social care, the police and other agencies as appropriate.
- Liaise with the Headteacher, local authority, safeguarding partners and other relevant agencies to support children's welfare and protection.
- Will quality assure safeguarding records maintained on CPOMS to ensure that records are accurate, timely, child-centered and demonstrate effective safeguarding action.

- Ensure that safeguarding files are transferred promptly, securely and in line with statutory guidance when children move schools or settings.
- Promote educational outcomes by working closely with teaching staff, pastoral staff and external agencies to ensure safeguarding concerns are identified and addressed.
- Ensure that staff receive appropriate safeguarding and child protection information, induction, training and regular updates.
- Ensure that they and any Deputy DSLs undertake training that is updated at least every two years and maintain their knowledge and skills through regular updates.
- Help promote a culture of listening to children and taking account of their wishes and feelings when determining action to be taken.
- Ensure that safeguarding policies are reviewed annually and that procedures are implemented effectively across the school.
- Work with the governing body, trustees and Headteacher to ensure the school meets its safeguarding responsibilities and statutory duties.
- Ensure all new staff, volunteers and contractors receive an appropriate safeguarding induction.
- Support the school's approach to online safety, including understanding the risks associated with technology, filtering and monitoring systems, and emerging issues such as AI-enabled harm.
- Be available during term time and school hours for staff to discuss safeguarding concerns and ensure that appropriate cover arrangements are in place when unavailable.
- Will work alongside Horizon Academy Trust safeguarding leaders to identify safeguarding themes, monitor trends across academies and disseminate lessons learned from safeguarding reviews, audits, inspections and local child safeguarding practice reviews
- Maintain oversight of emerging safeguarding risks, including those linked to artificial intelligence, deepfakes, online exploitation, financially motivated sexual extortion, online misogyny, harmful online communities and emerging technologies.
- Encourage a safeguarding culture in which all staff understand that safeguarding is everyone's responsibility and that concerns should be acted upon promptly.
- Ensure appropriate support is provided for children who have a social worker, are subject to a child protection plan, are looked after, have previously been looked after, or who may otherwise be vulnerable.
- Supporting quality assurance and monitoring of safeguarding practice across the school and trust.
- Providing safeguarding reports and updates to governors, trustees and senior leaders.
- Identifying safeguarding trends, themes and learning from audits, reviews and incidents.
- Coordinating safeguarding action plans arising from audits, inspections or reviews.
- Supporting deputies, safeguarding teams and pastoral staff in developing safeguarding practice across the school.

- Has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

3. Information sharing

The school recognises that effective information sharing is essential for the early identification, assessment and support of children who may be at risk of harm. Information sharing is a vital part of safeguarding and promoting the welfare of children and should be undertaken in a timely, appropriate and secure manner. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

The school will ensure that:

- Relevant safeguarding information is shared with appropriate agencies where it is necessary to protect a child or promote their welfare.
- Staff understand that they may share information without consent where there is a lawful basis to do so, particularly where seeking consent may place a child at increased risk of harm or prejudice the prevention or detection of a crime.
- Information sharing decisions are made in accordance with UK GDPR, the Data Protection Act 2018 and relevant safeguarding legislation and guidance.
- The safety and welfare of the child remain the primary consideration when making decisions about information sharing.
- Staff maintain appropriate records of safeguarding concerns, decisions, actions taken and the reasons for those decisions.
- Information is shared accurately, proportionately, securely and only with those who need to know.
- The Designated Safeguarding Lead (DSL) will normally lead on information sharing decisions; however, all staff have a responsibility to act and share information if they believe a child is at risk of harm.
- Child protection and safeguarding records are transferred/downloaded securely and promptly when a child moves to or joins from another educational setting.
- Appropriate information is shared with safeguarding partners, children's social care, the police, health professionals and other relevant agencies to support multi-agency safeguarding arrangements.

The school will work proactively with safeguarding partners and other agencies to ensure that children receive the right help at the right time, recognising that effective information sharing is often critical to protecting children from abuse, neglect, exploitation and other safeguarding risks

4. Family help (formerly Early Help)

The school is committed to identifying and providing support to children and families as soon as problems emerge. Family Help is important in preventing concerns from escalating and promoting positive outcomes for children.

The school will:

- Identify children who may benefit from Family help and take timely action to support them.
- Work with children, families and partner agencies to assess need and provide appropriate support.
- Encourage all staff to be alert to emerging concerns and report these to the DSL or Deputy DSL at the earliest opportunity.
- Support referrals to family help services and contribute to multi-agency plans where appropriate.
- Recognise that any child may benefit from early help, particularly those with additional vulnerabilities or emerging safeguarding concerns.

The DSL will take the lead where family help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local family help process will be followed as required.

Staff may be required to support other agencies and professionals in a family help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

5. Abuse, neglect and exploitation

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of the school, inside and outside of home, in an institutional or community setting by those known to them or by others, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

The school will recognise that abuse or neglect of a child may occur through the infliction of harm or through the failure to act to prevent harm. The school will understand that harm can include ill treatment that is not physical in nature, as well as the psychological impact of witnessing the ill treatment of others.

The school will pay particular attention to the effects of domestic abuse on

children, recognising that harm may arise not only when children are directly involved, but also when they see, hear, or otherwise experience its consequences. All necessary steps will be taken to identify and respond appropriately to such concerns in order to safeguard and promote the welfare of all pupils.

All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

6. Specific safeguarding issues

There are certain specific safeguarding issues that can put children at risk of harm – staff will be aware of these issues.

[Appendix A](#) of this policy sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

7. Child-on-child abuse

For the purposes of this policy, **“child-on-child abuse”** is defined as abuse between children.

Some children may be particularly vulnerable and have an increased risk of abuse. The school will recognise that children with SEND or certain health conditions are three times more likely to be abused by their peers, can face additional safeguarding challenges and may be more prone to child-on-child group isolation or bullying (including prejudice-based bullying) than other children. The school will consider extra pastoral support for those children.

All pupils have the right to be safeguarded from harm regardless of race, religion, ethnicity, age, gender, sexuality or disability. The school will give special consideration to, amongst others, children who:

- Have SEND.
- Are vulnerable to being bullied.
- Are looked after or living in unsupportive home situations.

The school has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Child Protection and Safeguarding Policy's [statement of intent](#).

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- Child-on-child abuse may also include prejudice-based harm, including racism, faith-targeted abuse, sexism, misogyny, disability-based bullying, homophobia, biphobia, transphobia and other discriminatory behaviour. The school recognises that such behaviour may have a significant impact on a child's welfare, wellbeing, mental health and sense of safety
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can 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.

- **Prejudice-based harm and discriminatory abuse**, including racism, faith-targeted abuse, misogyny and other forms of discriminatory behaviour which may negatively affect a child's welfare, wellbeing and safety

The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

The school's procedures for managing allegations of child-on-child abuse are outlined in the Child-on-child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-bullying Policy and Suspension and Exclusion Policy, where relevant.

8. Online safety

The school will adhere to the Online Safety Policy at all times.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online. This will include how to critically evaluate online content and understand the potential risks associated with artificial intelligence technologies.

9. Artificial Intelligence and Emerging Technologies

Horizon Academy Trust recognises that artificial intelligence technologies are increasingly accessible to children and may create new safeguarding risks.

Staff will remain alert to:

- Deep fake imagery.
- Deepfake videos.
- AI-generated indecent images.

- Image manipulation.
- AI-enabled grooming.
- Artificial intelligence chatbots used for exploitation.
- Online impersonation.
- AI-assisted bullying.
- AI-generated misinformation and disinformation.

Where AI-generated content involves or may involve a child, the concern will be managed in the same way as any other safeguarding concern.

All concerns will be reported immediately to the DSL.

10. Filtering and Monitoring:

The school will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the school's Cyber-security Policy.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

11. Communicating with parents

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online. A copy of this policy will be available to them on the school website.

Staff have the right to say no if asked by parents or professionals to digitally record the contents of a meeting.

12. Personal electronic devices – Pupils

The use of personal electronic devices, including mobile phones and cameras, by staff is not allowed. Pupils must not bring, use, display or activate mobile phones or smart devices (smart watches and any other recording devices including Smart Watches, Meta Glasses etc.) during the school day, which includes breaktimes and lunchtimes. Where a device is brought onto site, it must be handed to staff or stored securely in line with school arrangements. Limited exemptions for medical needs for example may be agreed in advance by the Headteacher and will be documented and reviewed.

Any breach of this will be considered under the Behaviour Policy.

13. Personal electronic devices – Staff

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy and Photography Policy.

Staff are not permitted to use their own personal devices to take photographs/videos or any type of recording of pupils.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the DSL will liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

The only time that staff may use their personal device is to authenticate using two step processes as required to carry out their day to day duties.

The Health and safety officer and Site Facilities Officer are permitted to use their personal device to take photographs of the school site and displays only.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures. The DSL will then escalate this to the Head Teacher.

14. Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion- activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

15. Sharing Nudes and Semi-Nudes

The school recognises that the consensual and non-consensual sharing of nude and semi-nude images and/or videos is a safeguarding concern. All staff will receive appropriate training to identify, respond to and report incidents. Staff will understand that indecent imagery involving children, including digitally manipulated or AI-generated images, may constitute a criminal offence, although children should be safeguarded and not unnecessarily criminalised.

Any member of staff who becomes aware of an incident involving the sharing of nudes or semi-nudes must report it immediately to the Designated Safeguarding Lead (DSL) and must not view, copy, print, share or save the imagery unless there is a clear and justifiable reason to do so.

The DSL will:

- Take immediate steps to ensure the safety and wellbeing of the child or children involved.
- Conduct a risk assessment considering the nature of the incident, the age and vulnerability of those involved, and any wider safeguarding concerns.
- Liaise with parents/carers and external agencies where appropriate.
- Refer to Children's Social Care and/or the Police where there are concerns about exploitation, coercion, abuse, significant harm or criminal behaviour.
- Support children to understand reporting routes available to remove content from the internet or prevent further sharing.
- Maintain an accurate record of decisions, actions taken and the rationale for those actions.

All incidents will be managed in accordance with KCSIE 2026, UKCIS guidance and local safeguarding procedures, with the welfare of the child remaining paramount at all times

16. Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSLs, will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSCS.

17. Pupils potentially at greater risk of harm

The school recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

Home-educated children

Where parents choose to educate their child at home, the school will work in partnership with the local authority and other relevant agencies to ensure that any decision is made in the

best interests of the child. The school recognises that Elective Home Education may not always be a suitable option where safeguarding concerns exist and will follow statutory guidance when considering requests to remove a child from roll. Children who are subject to a Child Protection Plan must not be automatically removed from roll.

LAC and PLAC

The school recognises that Looked After Children (LAC) and Previously Looked After Children (PLAC) may be particularly vulnerable and may have additional safeguarding, educational and emotional wellbeing needs. The school will work closely with the local authority, carers, parents and other relevant agencies to promote their educational achievement, attendance, welfare and safeguarding. The Designated Teacher for Looked After and Previously Looked After Children will ensure that appropriate support is in place, advocate for the child's needs, and contribute to planning and multi-agency working to secure the best possible outcomes

Pupils with SEND

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

LGBTQ+ pupils

The school is committed to providing a safe, inclusive and respectful environment for all pupils, including those who are LGBTQ+. All pupils will be treated with dignity and respect, and any form of bullying, harassment, discrimination or prejudice-based behaviour will be challenged and addressed promptly. The school will take a child-centred approach to safeguarding, consider the individual needs and experiences of LGBTQ+ pupils, and ensure that appropriate support is available to promote their safety, wellbeing and educational achievement.

Pupils requiring mental health support

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

18. Use of the school premises for non-school activities

Where the school hires or rents its facilities to external organisations or individuals, the governing board will seek assurance that appropriate safeguarding and child protection arrangements are in place. Where activities are managed directly by the school, the school's safeguarding procedures will apply. Where provision is delivered by a third party, the governing board will ensure suitable safeguarding policies, procedures and reporting arrangements are in place and that safeguarding requirements form part of any hire, lease or transfer of control agreement. Failure to comply with these requirements may result in termination of the agreement.

19. Extracurricular activities and clubs

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

20. Transporting Pupils

Schools must ensure that there are 2 members of staff or vetted adults present when transporting children and a risk assessment must be completed before transportation. The vehicle must have a valid MOT and business insurance in place.

21. Alternative provision

Where a pupil attends Alternative Provision (AP), the school remains responsible for safeguarding and promoting their welfare. The school will maintain regular communication with the provider, monitor attendance, behaviour and wellbeing, share relevant safeguarding information, and seek assurance that appropriate safeguarding arrangements are in place. The school will work collaboratively with the pupil, parents/carers, the provider and other agencies to support positive outcomes and ensure any safeguarding concerns are identified and acted upon promptly

22. Work experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

1. Private fostering

Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

23. Concerns about pupils

If a member of staff has any concern about a pupil's welfare, or a pupil has reported a safeguarding concern in relation to themselves or a peer, they will act on them immediately by speaking to the DSL or deputy DSLs.

Staff will be aware that pupils 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. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the [Communication and confidentiality](#) section of this policy.

Where the DSL is not available to discuss the concern, staff members will contact the deputy DSLs with the matter. If a referral is made about a pupil by anyone other than the DSL, the DSL will be informed as soon as possible and this will be recorded immediately.

Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what

help the child and family require in preventing needs escalating to a point where intervention would be needed.

The school will consider whether a family group decision-making forum is appropriate to determine the help and support the family network can provide for a pupil where concerns have been raised about their safety or wellbeing.

24. Managing referrals

The reporting and referral process outlined in the Reporting Safeguarding Concerns Flowchart will be followed accordingly.

All safeguarding concerns will be managed in accordance with the school's reporting procedures and local safeguarding arrangements. The DSL will work closely with Children's Social Care, the police and other relevant agencies, sharing information appropriately to safeguard and promote the welfare of children.

The school will take immediate action where a child is at risk of harm and will not delay support while awaiting the outcome of investigations. Where statutory intervention is not required, the school will consider alternative support, including family help and pastoral intervention. Pupils will be kept informed and supported throughout the process, and parents/carers will be involved where it is safe and appropriate to do so.

25. Concerns about school safeguarding practices

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

26. Safeguarding concerns and allegations of abuse against staff

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school's Allegations of Abuse Against Staff Policy, a copy of which will be provided to, and understood by, all staff. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns", as defined in the Allegations of Abuse Against Staff Policy. Allegations that meet the harms threshold include instances where staff have:

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

Low-level concerns will be handled in line with the **school's** Low-level Safeguarding Concerns Policy.

27. Communication and confidentiality

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

The school will respect the anonymity of victims of sexual abuse, harassment and violence and will work with relevant agencies to protect the privacy of all children involved. Information may be shared without consent where there is a lawful basis to do so and where this is necessary to protect a child or others from harm.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need- to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Parents/carers will be involved where it is safe and appropriate to do so. Where a child transfers to another setting, the DSL will ensure that relevant safeguarding information is shared promptly and securely to support effective safeguarding and continuity of care

28. Breaches of Confidentiality

All staff are expected to maintain the confidentiality of safeguarding and child protection information. Any actual or suspected breach of confidentiality will be reported immediately to the Designated Safeguarding Lead (DSL) and, where appropriate, the Headteacher or Trust Safeguarding Lead. Breaches will be investigated promptly, appropriate action will be taken to minimise any potential harm to children, and lessons learned will be used to strengthen safeguarding practice and information security across the Trust. Deliberate or serious breaches may be managed in accordance with the Trust's disciplinary procedures and relevant data protection requirements.

29. Safer recruitment

The Trust will:

- Ensure that safeguarding and child protection are embedded throughout all recruitment and selection processes.
- Undertake appropriate pre-appointment checks for all staff, trustees, governors, volunteers and contractors in accordance with statutory guidance.
- Verify identity, right to work in the UK, employment history, references, qualifications and professional status, where applicable.
- Obtain Enhanced DBS checks and Children's Barred List checks where required for the role and level of regulated activity.
- Assess all volunteer roles to determine whether they meet the definition of regulated activity and ensure appropriate vetting, supervision and safeguarding arrangements are in place.
- Ensure that contractors are subject to appropriate safeguarding checks, risk assessments and supervision arrangements, where required.
- Maintain an accurate and up-to-date Single Central Record (SCR) in accordance with statutory requirements.
- Ensure that individuals involved in recruitment have received appropriate safer recruitment training, where required.
- Take all reasonable steps to prevent people who pose a risk of harm from working with or having access to children.

Staff suitability

All schools providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the Staff Disqualification Declaration Form confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this

process.

Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

30. Single central record (SCR)

The Trust will maintain a Single Central Record (SCR) in accordance with statutory requirements. The SCR will include all required information for staff, agency and supply staff, teacher trainees, trustees, governors, contractors and other individuals for whom checks are required to be recorded. Where a central Trust SCR is maintained, information for individual academies will be readily accessible and available for inspection when required.

The SCR will record, where applicable:

- Identity checks.
- Enhanced DBS checks.
- Children's Barred List checks for those engaged in regulated activity.
- Prohibition from teaching checks.
- Section 128 checks for relevant management and governance roles.
- Verification of qualifications, where required.
- Right to work in the UK checks.
- Overseas checks, where applicable.

The Trust will obtain written confirmation that required pre-appointment checks have been completed for agency and supply staff and, where appropriate, contractors. Required checks for volunteers undertaking regulated activity will also be recorded. The SCR will record whether checks have been completed and the date on which each check was undertaken or verified, as required by statutory guidance.

31. Training

The Trust will ensure that all staff receive safeguarding and child protection training as part of their induction and regular safeguarding updates thereafter, including when there are changes to legislation, statutory guidance or local safeguarding procedures. Training will include:

- The Child Protection and Safeguarding Policy.
- The Staff Code of Conduct.
- Behaviour expectations and child-on-child abuse procedures.
- The identity and role of the DSL and Deputy DSLs.
- All staff will read Part One of KCSIE in full.
- Children Missing Education.
- Online safety, including filtering and monitoring responsibilities, cyber-security awareness and emerging risks associated with artificial intelligence (AI).
- Prevent, FGM and other safeguarding risks relevant to the local context.
- Local safeguarding arrangements, referral processes and information sharing requirements.

All staff will receive regular safeguarding updates and training to ensure they remain alert to:

- Sexual violence, sexual harassment and harmful sexual behaviour.
- Child-on-child abuse.
- Child criminal exploitation (CCE) and child sexual exploitation (CSE).
- Contextual safeguarding.
- Sharing nudes and semi-nudes.
- Domestic abuse.
- Mental health concerns.
- Online harms and emerging technologies.
- The needs of vulnerable children, including those who have a social worker, children in need, looked after children, previously looked after children, young carers and pupils with SEND.

The DSL and Deputy DSLs will undertake safeguarding and child protection training at least every two years and will update their knowledge and skills regularly. Their training will include:

- Family Help and statutory child protection processes.
- Local authority thresholds and referral arrangements.
- Multi-agency working and information sharing.
- Child protection conferences and review meetings.
- Understanding the impact of abuse, neglect, exploitation, adversity and trauma.
- The needs of vulnerable groups, including children with SEND and those with a social worker.
- Prevent, online safety, filtering and monitoring, and emerging safeguarding risks including AI-enabled harm.
- Promoting educational outcomes for children with safeguarding concerns.

Safeguarding training will form part of the Trust's whole-school approach to safeguarding, and staff will be supported to develop and maintain the knowledge and skills required to safeguard children effectively.

32. Monitoring and review

Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the school and a prompt report to the governing board. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the school's procedures.

If any concerns are raised by the LADO or Ofsted about safeguarding issues, the following actions will be taken:

- The DSL carries out an investigation as a priority and comply with any deadlines given
- The Chair of the Governors reports to the LADO or Ofsted on the findings of the investigation and sets out any action to be taken
- The school endeavours to comply as soon as possible with any recommendations from the LADO or Ofsted

This policy is reviewed at least annually by the DSL and the headteacher. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

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

Appendix A– Specific Safeguarding Issues

This appendix sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

Here are the issues covered:

1. [Domestic abuse](#)
2. [Homelessness](#)
3. [Children absent from education](#)
4. [Child abduction and community safety incidents](#)
5. [Child criminal exploitation \(CCE\)](#)
6. [Cyber-crime](#)
7. [Child sexual exploitation \(CSE\)](#)
8. [Modern slavery](#)
9. [FGM](#)
10. [Virginity testing and hymenoplasty](#)
11. [Forced marriage](#)
12. [Radicalisation](#)
13. [Pupils with family members in prison](#)
14. [Pupils required to give evidence in court](#)
15. [Mental health](#)
16. [Serious violence](#)
17. [Adult involvement in youth-produced sexual imagery](#)

Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, **“domestic abuse”** is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child) where both are aged 16 or over and are personally connected. **“Abusive behaviour”** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. **“Personally connected”** includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.

- Are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

The school receives Operation Encompass alerts to enable staff to support the children.

Homelessness

The DSL and Deputy DSLs will be aware of the contact details and referral routes into the Local Housing Authority so that concerns about homelessness can be identified and addressed as early as possible. Homelessness or the risk of homelessness should be considered a potential safeguarding concern, particularly where it may impact a child's welfare or safety. Referrals to the Local Housing Authority do not replace referrals to Children's Social Care where a child is suffering, or is likely to suffer, harm. Particular consideration will be given to 16- and 17-year-olds who may be homeless or at risk of homelessness.

Children Missing from education

A child who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. The school will ensure that the response to children persistently being absent from education supports identifying such abuse and helps prevent the risk of pupils becoming absent from education in the future. Staff will monitor pupils that are absent from the school, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Absent from Education Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

The school will follow the DfE's [guidance](#) on improving attendance where there is a need to work with children's services due to school absences indicating safeguarding concerns.

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contacts will be held for each pupil where possible. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

Child criminal exploitation (CCE)

For the purposes of this policy, **"child criminal exploitation"** is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of

violence Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any

gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly becoming absent from school or education or not taking part.

County lines

For the purposes of this policy, **“county lines”** refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a ‘debt bond’ to their exploiters.
- Having their bank account used to facilitate drug dealing.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

Cyber-crime

For the purposes of this policy, **“cyber-crime”** is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as ‘hacking’.
- Denial of Service attacks, known as ‘booting’.
- Making, supplying or obtaining malicious software, or ‘malware’, e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency’s Cyber Choices programme.

Child sexual exploitation (CSE)

For the purposes of this policy, **“child sexual exploitation”** is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil’s immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly becoming absent from school or education or not taking part.
- Having older partners.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

All concerns related to CSE will be managed in line with the school's Child Sexual Exploitation (CSE) Policy.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Modern slavery

For the purposes of this policy, **"modern slavery"** encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

FGM

For the purposes of this policy, **"FGM"** is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or

the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society.
- The pupil coming from a community known to adopt FGM.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the pupil:

- Having difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of so-called **“honour-based’ abuse (HBA)”**, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Virginity testing and hymenoplasty

Under the Health and Care Act 2022, it is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK. It is also illegal for UK nationals and residents to do these things outside the UK.

Virginity testing – Also known as hymen, ‘2-finger’ or vaginal examination, this is defined as any examination (with or without contact) of the female genitalia intended to establish if vaginal intercourse has taken place. This is irrespective of whether consent has been given. Vaginal examination has no established scientific merit or clinical indication.

Hymenoplasty – A procedure which can involve a number of different techniques, but typically involving stitching or surgery, undertaken to reconstruct a hymen with the intent that the person bleeds the next time they have vaginal intercourse. Hymenoplasty is different to procedures that may be performed for clinical reasons, e.g. surgery to address discomfort or menstrual complications.

Virginity testing and hymenoplasty are forms of violence against women and girls and are part of the cycle of HBA, and can be precursors to child or forced marriage and other forms of family and/or community coercive behaviours, including physical and emotional control. Victims are pressurised into undergoing these procedures, often by family members or their intended husbands' family to fulfil the requirement that a woman remains 'pure' before marriage. Those who 'fail' to meet this requirement are likely to suffer further abuse, including emotional and physical abuse, disownment and even honour killings.

The procedures are degrading and intrusive, and can result in extreme psychological trauma, provoking conditions such as anxiety, depression and PTSD, as well as physical harm and medical complications. Staff will be alert to the possible presence of stress, anxiety and other psychological or behavioural signs, and mental health support should be made available where appropriate.

Victims face barriers in coming forward, e.g. they may not know that the abuse was abnormal or wrong at the time, and may feel shameful, having been taught that speaking out against family and/or the community is wrong, or being scared about the repercussions of speaking out. The school will educate pupils about the harms of these practices and dispel myths, e.g. the belief that virginity determines the worth of a woman, and establish an environment where pupils feel safe enough to make a disclosure.

Pupils aged 13 and older are considered to be most at risk, but it can affect those as young as 8, and anyone with female genitalia can be a victim regardless of age, gender identity, ethnicity, sexuality, religion, disability or socioeconomic status. All staff will be aware of the following indicators that a pupil is at risk of or has been subjected to a virginity test and/or hymenoplasty:

- A pupil is known to have requested either procedure or asks for help
- Family members disclose that the pupil has already undergone the practices
- Pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a long period of time which was not a problem previously
- Concern from family members that the pupil is in a relationship, or plans for them to be married
- A close relative has been threatened with either procedure or has already been subjected to one

- A pupil has already experienced or is at risk of other forms of HBA
- A pupil is already known to social services in relation to other safeguarding issues
- A pupil discloses other concerns that could be an indication of abuse, e.g. they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling
- A pupil displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behaviour
- A pupil appears fearful of their family or a particular family member
- Unexplained absence from school, potentially to go abroad
- Changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment

The above list is not exhaustive, but if any of these indicators are identified, staff members will immediately raise concerns with the DSL. An assessment of the risk they face will be undertaken. If there is believed to be immediate danger, the police will be contacted without delay.

The school will not involve families and community members in cases involving virginity testing and hymenoplasty, including trying to mediate with family or using a community member as an interpreter, as this may increase the risk of harm to the pupil, including expediting arrangements for the procedure.

Forced marriage

Forced marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will.

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. Forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part.

Under the Anti-social Behaviour, Crime and Policing Act 2014 a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought

reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Being absent from school – particularly where this is persistent.
- Requesting for extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or headteacher and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit. The DSL or headteacher will ensure the pupil is spoken to privately about these concerns and

further action taken as appropriate. Pupils will always be listened to and have their comments taken seriously.

It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children’s social care.

The school will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

The school will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

The school will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

The school will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school’s RSHE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to pupils. Pupils will be encouraged to access appropriate advice, information and support.

Teachers and other staff members will be educated through CPD about the issues surrounding forced marriage and the signs to look out for.

Radicalisation

For the purposes of this policy, “**radicalisation**” refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, **“extremism”** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, **“terrorism”** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as **“the Prevent duty”**. The Prevent duty will form part of the school’s wider safeguarding obligations.

The school’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in the Prevent Duty Policy.

Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of [‘Are you a young person with a family member in prison?’](#) from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court

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

Pupils will be provided with the booklet '[Going to Court](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Mental health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSLs.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

In all cases of mental health difficulties, the school's Social, Emotional and Mental Health (SEMH) Policy will be consulted and adhered to at all times.

Serious violence

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

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

Staff will be made aware of some of the most significant risk factors that could increase a

pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

The school will be aware that the Police, Crime, Sentencing and Courts Act will introduce a new duty in early 2023 on a range of specified authorities, such as the police, to share data and information, and put plans in place to prevent and reduce serious violence within their local communities. Schools will be under a separate duty to cooperate with core duty holders when asked – the school will ensure arrangements are in place to do so.

Adult involvement in youth-produced sexual imagery

The school's full response to youth-produced sexual imagery (YPSI) is outlined in the Youth-produced Sexual Imagery Policy.

Sexually motivated incidents

The school will remain aware that not all instances of YPSI will be between children and young people, and in some cases may involve adults posing as a child for the purpose of obtaining nude and semi-nude images from persons under 18.

Staff will be aware of the signs that an adult is involved in the sharing the nude or semi-nude images. These include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing unsolicited sexual images.
- The conversation being moved from a public to a private and/or encrypted platform.
- Being coerced or pressured into doing sexual things, including producing sexual imagery.
- Being offered money or gifts.

- Being threatened or blackmailed into sharing nude or semi-nude images, and/or further sexual activity.

Financially motivated incidents

Financially motivated incidents of YPSI involving adults may also be called “**sextortion**”, where the offender threatens to release nudes or semi-nudes of a child or young person unless they do something to prevent it, e.g. paying money. In these cases, offenders often pose as children and:

- Groom or coerce the victim into sending nudes or semi-nudes in order to blackmail them.
- Use images that have been stolen from the child or young person, e.g. via hacking.
- Use digitally manipulated and/or AI-generated images of the child or young person.

Staff will be aware of the signs of sextortion, which include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing sexual images first.
- The conversation being moved from a public to a private and/or encrypted platform.
- Being told their online accounts have been hacked in order to obtain images, personal information, and contacts.
- Being blackmailed into sending money or sharing bank account details.
- Being shown stolen or digitally manipulated/generated images of the victim.

Appendix B– Advice and Contact List

NAME OF SCHOOL Primary School Child Protection & Safeguarding Advice and contact list

Role / Agency	Name & Role	Contact Details
School Designated Safeguarding Lead	Beverley Vine James Dinsdale	admin@eastpark.horizonacademy.uk
Deputy DSL	Katie Jones–Wedgner	admin@eastpark.horizonacademy.uk
Designated Safeguarding Governor	Stuart Clark	admin@eastpark.horizonacademy.uk
Chair of Governors	Sara Shaw	admin@eastpark.horizonacademy.uk
Looked After Children Designated Teacher	James Dinsdale	admin@eastpark.horizonacademy.uk
E–Safety Coordinator	Dan Caton Beverley Vine	admin@eastpark.horizonacademy.uk
Safeguarding and Partnership Hub Hull	CP initial referral Support & Advice: Intensive & Specialist Safeguarding Support – Family Help & safeguarding Hub CP initial referral Support & Advice: Intensive & Specialist Safeguarding Support	Mon to Thu 8:30am – 5:00pm Fri 8:30am – 4:30pm 01482 448879 Mon to Thu 8:30am – 5:00pm Fri 8:30am – 4:30pm
East Riding	1. Urgent C P Concerns Consultation with an Advanced Social Worker	01482 395500 Request for Service (RFS) forms should be sent to: safeguardingchildrenshub@eastriding.gov.uk
Children’s Emergency Duty Team	Urgent CP concerns outside of office hours where a child is at risk of significant harm.	01482 300304 (Hull) 01482 393939 (East Riding)
Family Help Locality	Family Help Additional	Consultation 01482 391700

Hub (formerly Early Help)	Support for children & family's initial consultation	ehp.beverley@eastriding.gov.uk ehp.hedon@eastriding.gov.uk
Children Missing in Education (CME)		01482 613703
Safeguarding in Education Team Manager	Mandi Morgan Chris Hamlin East Riding	Mandi.Morgan@hullcc.gov.uk Please always use the SiET email to initiate contact with SiET: safeguardingineducation@eastriding.gov.uk -
LADO	Jackie Edhouse Referral of possible allegations against staff & volunteers. EAST RIDING Jayne Hammill Lisa Dosser	LADO@hullcc.gov.uk 01482 790933 LADO@eastriding.gov.uk
Virtual Schools	Advice and support for LAC children	By email - cypfs-VirtualSchool@hullcc.gov.uk Alternatively, by calling 01482 615 606
School critical incident, bomb threats etc. & Educational Visits Emergencies (not Child Protection)	24-hour Guidance & support	01482 392999
Humberside Police	Protecting Vulnerable People Unit	101
Humberside Police	Hate Crime / incident reporting	101
		https://www.reportingcrime.uk/HPhatecrime/
Safeguarding Children Partnership Training	Training Admin & Information	01482 612442
Prevent Referral	Humberside Police	101 / prevent@humberside.pnn.police.uk prevent@eastriding.gov.uk
Health Services	Safeguarding Children Team	01482 617875
ReNEW	Drug & Alcohol Services	08001615700
Let's Talk	Mental Health	01482 247111

