AUGHTON JUNIOR ACADEMY SAFEGUARDING POLICY (Incorporating child Protection procedures - (including safer recruitment, allegations against staff and low-level concerns)			
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Business Lead	Principal/Chief Safeguarding Officer	Author	Rachel Denton
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Policy Consultation & Review

This policy is available on our academy website and is available on request from the academy office. We also inform parents/carers about this policy when their children join our academy and through our academy newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One and Annex A of the statutory guidance 'Keeping Children Safe in Education', DfE (2023).

This policy will be reviewed in full by the Local Governing Body on an annual basis.

CONTENTS - Section:

1. Legal framework

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2023) and Working Together to Safeguard Children (2018). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. This policy has been devised in accordance with (but not limited to) the following legislation and statutory guidance:

Legislation

> The Children Act 1989 and 2004
> The Education Act 2002 (sections 157 and 175) places a duty on academies and local authorities to safeguard and promote student welfare
> The Safeguarding Vulnerable Groups Act 2006
> The Equality Act 2010
> Data Protection Act/GDPR Regulations 2018
> The Children and Families Act 2014
> The Sexual Offences Act 2003
> Voyeurism Offence Act 2019
> Female Genital Mutilation Act 2003
> Counter Terrorism and Security Act 2015
> Domestic Abuse Act 2021

Statutory guidance

> DfE (July 2018, updated December 2020) 'Working together to safeguard children'
> DfE (2023) 'Keeping children safe in education'
> DfE (2021) Relationships Education, Relationships and Sex Education (RSE) and Health Education
> DfE (2016) 'Disqualification under the Childcare Act 2006'
> DfE (2015) 'The Prevent duty'
> HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage
> The Human Rights Act 1988
> The Equality Act 2020

Non-statutory guidance

> DfE (2018) 'Information sharing'
> DfE (2017) 'Child sexual exploitation'
> DfE (2016) 'Children missing education'
> DfE (2018) 'Mental Health and Behaviour in Academies
> DfE (2019) 'Teaching Online Safety in Academies

Equality Statement

The Academy recognises that some children are particularly vulnerable, at increased risk of abuse both online and offline, and that additional barriers may exist for some children in respect of

recognising or disclosing that they are suffering or are at risk of suffering abuse. The Academy has due regard for all children, extending an equal level of protection which is cognisant of a child's diverse circumstances and barriers they may face, and which reflects anti-discriminatory practice. We are particularly aware that the following children may be vulnerable:

- Children with special education needs and disabilities (SEND) and/or health conditions
- Children with other protected characteristics (eg race, religion, gender identification, sexuality) which might lead to them being discriminated against
- Children who have English as an additional language.
- Children who are asylum seekers.
- Children who are young carers.
- Children known to be living in difficult situations (eg temporary accommodation or in households where there are issues such as substance abuse or domestic abuse).
- Children at risk of FGM, Forced Marriage, Exploitation or Radicalisation.
- Children who are at risk due to their own and/or a family member's mental health needs.
- Children who are looked after, previously looked after or otherwise have a social worker involved.
- Children who are persistently absent or missing from education
- Children whose parent/carer has expressed an intention to remove them from school to be home educated.

2. Purpose and Aims

The purpose of Aughton Junior Academy's safeguarding policy is to ensure every child who is a registered student at our academy is safe and protected from harm, and we expect everyone who works in our academy to share this commitment. This means we will work to take all welfare concerns seriously and always act in the best interests of the child to:

- protect children from abuse or neglect
- prevent the impairment of their health or development, including mental health and wellbeing
- ensure that children grow up in circumstances consistent with the provision of safe, effective and nurturing care
- undertake that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our academy.

Our academy fully recognises the contribution it can make to protect children from harm and support and promote the welfare of all children who are registered students at our academy. This will include recognising when they are at risk of harm, how to get help when they need it, and identifying children who may benefit from early help support.

We also assess the risks and issues in the wider community, known as contextual safeguarding (assessment of risk outside the home) when considering the wellbeing and safety of our students. All staff will have an awareness of safeguarding issues that can put children at risk of

harm. It is also recognised that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) can also leave children vulnerable or at risk of harm.

The key aims of our policy are prevention, protection and support.

This policy applies to all students, staff, parents, governors, volunteers and visitors.

3. Our Ethos

Every child's welfare is of paramount importance. Our academy will establish and maintain an ethos where students feel secure, are encouraged to talk, are listened to and are safe. Children at our academy will be able to talk freely to any member of staff if they are worried or concerned about something.

Everyone who comes into contact with children and their families has a responsibility in safeguarding children. It is important for children to receive the **'right help at the right time'** to address risks and prevent issues escalating. All staff are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child not to share information appropriately where they are at risk of harm, and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to share or disclose.

Throughout our curriculum we will provide activities and opportunities for children to develop the skills and knowledge they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. The Academy's preventative approach to education will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in Lifeskills/PSHE lessons, RHSE and group sessions.

Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships.
- Respectful behaviour.
- Gender roles, stereotyping and equality
- Body confidence and self-esteem.
- Prejudiced behaviour.
- Boundaries and consent.
- How to recognise an abusive relationship (including coercive and controlling behaviours
- That sexual violence and sexual harassment is always wrong.
- Addressing cultures of sexual harassment. Students will be allowed an open forum to talk about concerns and sexual behaviour which include the sharing of nudes and semi-nudes, and how to manage requests or pressures to provide or forward such images. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

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We will always work in partnership and endeavour to establish effective working relationships with parents, carers and professionals from other agencies in line with Working Together to Safeguard Children (2018).

4. Understanding the views of children

Aughton Junior Academy and its staff understand how important it is that children feel heard and understood, and that the child is always placed at the centre of our thinking and actions.

We will encourage an ethos of listening to children and taking account of their wishes and feelings.

A child-centred and listening culture throughout our academy will be achieved through training and information, to ensure staff have an appreciation of the difficulties children may have in approaching staff about their circumstances and worries, and are aware of how to build trustful and respectful relationships with children which enable effective communication.

5. Children with a social worker

We recognise that when a child has a social worker, it is an indicator that the child has vulnerabilities or may be at risk of harm requiring additional support and services. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We will take these needs into account when making plans to support students who have a social worker or are receiving an Early Help service.

6. What is Child Abuse and Neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children. Abuse may fall into a number of categories:

Child protection: refers to activities undertaken to prevent a child suffering, or likely to suffer, significant harm

Abuse: is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm

Victim: is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involves feels most comfortable with

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about the terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm

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may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues are:

Mental Health

Academy staff are aware that mental health problems can, in some cases, be an indicator that a child has been or is at risk of suffering abuse, neglect or exploitation. Staff are well placed in their daily contact with children to be able to identify behaviour that suggests they may be developing or have a mental health problem.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that our staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern for a child that is also a safeguarding concern, they must take immediate action by following the child protection procedures and speaking to the DSL. All concerns must be logged on the academy recording system, along with the actions taken.

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Criminal Exploitation of Children (CCE)

The criminal exploitation of children (CCE) is a geographically widespread form of harm that typically crosses county boundaries. Like other forms of abuse and exploitation, this can affect any child under the age of 18, appear consensual and could involve violence or threats of violence and enticement.

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more different urban or rural areas, using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children groomed and exploited to move [and store] drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. Gangs use coercion, intimidation, violence, sexual violence and weapons to ensure the compliance of their victims.

Staff members who suspect a student may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL. The DSL will consider referral to MASH and the National Referral Mechanism on a case-by-case basis.

Indicators that a student may be victims of criminal exploitation include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in academy results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

More information on CCE is contained in Annex A of Keeping Children Safe in Education (2023) and Chapter 2.1.2 and 2.1.13 of the Rotherham Local Safeguarding Children's Partnership online procedures:
http://rotherhamscb.proceduresonline.com/index.htm

Serious violence

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

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

If any staff member suspects that a child may be vulnerable to, or involved in, serious violent crime will report it immediately to the DSL.

Child Sexual Exploitation (CSE) and Trafficking

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

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys. Children as young as 8 years have been identified, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in our academy are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

There are two different types of **trafficking** of children and young people for the purposes of sexual exploitation. Firstly, there is trafficking from abroad into the United Kingdom. The second category is internal trafficking, where children and young people are moved from one place to another in the UK for the purposes of sexual exploitation. This may be from one street to a neighbouring street, from one area of a town or city to another area, or across county borders. It is not the distance that is relevant in the definition of internal trafficking, but the movement of a child or young person for the purpose of sexual exploitation.

More information on CSE is contained in Annex A of Keeping Children Safe in Education (2023), Child sexual exploitation: Definition and a guide for practitioners (DfE 2017), and Chapter 2.1.2 of the Rotherham Local Safeguarding Children's Partnership online procedures: http://rotherhamscb.proceduresonline.com/index.htm

Children with Special Educational Needs and Disabilities (SEND)

We understand that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEND can be disproportionally impacted by things like bullying without outwardly showing any signs
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- Communication barriers and difficulties in overcoming these barriers.

Where there are any concerns raised about the safety and welfare of a child with SEND in the academy, we will ensure that these will be treated in the same way as with any other child, with careful consideration of any additional needs.

More information on children with SEND is contained in Annex A of Keeping Children Safe in Education 2023 and Chapter 2.1.4 / 5 of the RSCP child protection online procedures: http://rotherhamscb.proceduresonline.com/index.htm

The Designated Teacher for Children who are Looked After (CLA) in this academy is Toni Tomlinson, Principal.

We have separate academy policies on CLA and SEND which can be found on the academy website
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Children Missing from Education

Children missing education are defined as children of compulsory academy age who are not registered students at a school/ academy and are not receiving suitable education otherwise than at a school or academy. Children missing in education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Knowing where children are during academy hours is an extremely important aspect of safeguarding.

Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation and/or the radicalisation of children. We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when students are not at the academy. This means we need to have at least two up to date contacts numbers for parents/carers. Parents should remember to update the academy as soon as possible if the numbers change.

All staff in the academy understand the importance of regular attendance and our academy has appropriate procedures to follow for unauthorised absence in place and for dealing with children that go missing from education, particularly on repeat occasions. This helps identify the risk of abuse and neglect, including sexual exploitation, and helps prevent the risks of their going missing
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in future. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and Forced Marriage.

More information on children missing education is contained in Annex A of Keeping Children Safe in Education 2023 and Chapter 2.3.2 of the RSCP child protection online procedures: http://rotherhamscb.proceduresonline.com/index.htm

Elective Home Education (EHE)

Our academy recognises that many home educated children have an overwhelmingly positive learning experience, however this is not the case for all, and this can sometimes mean that some children are less visible to services that are there to keep them safe and supported in line with their needs, Keeping Children Safe in Education 2023, p. 176. The academy will report/inform the LA when a child is taken off roll. Wherever possible, the academy, LA and other key professionals will coordinate a meeting with parents/carers before a final decision has been made to ensure that the decision is in the best interests of the child. This is particularly important where the child has special educational needs or a disability, and/or a social worker, and/or is otherwise vulnerable. Where a child has an Education Health Care Plan, the LA will need to review the plan and work closely with parents and carers.

Child on Child Abuse

Child on child abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18. Child on child abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim. Child on child abuse may not just occur between peers, but also family members, siblings, etc.

Key areas where child on child abuse occurs are:

- Bullying, including online/cyber bullying and prejudice-based bullying
- Racist, religious, disability and homophobic or transphobic abuse
- Gender based violence/violence against girls and young women
- Teenage relationship abuse
- Issues relating to gang activity and youth violence
- Sexual harassment and sexual violence, including texting and harmful sexual behaviour
- Upskirting - taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks (carries a 2-year sentence under the Voyeurism (Offences) Act 2019)

More information on child-on-child abuse/sexual violence is contained in Annex A paragraphs 13, 14 Keeping Children Safe in Education (2023), The information may also relate to harm caused by another child, in which case both children, i.e. the suspected perpetrator and victim must be referred - see also Chapter 2.1.4 of the Rotherham RSCP child protection online procedures: http://rotherhamscb.proceduresonline.com/index.htm

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old.

The academy is aware of the common risk factors for FGM which include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-academy to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

FGM is addressed as part of the procedures around **'Honour Based Abuse (HBA)'** which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing"

Our academy has due regard to the **mandatory reporting duty (FGM Act 2003)**, which places a **statutory duty** on all teaching and support staff (along with social workers and healthcare professionals) to personally report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

Our staff will be vigilant and will report promptly any FGM or other honour-based abuse concerns to the Designated Safeguarding Lead. If a member of staff has reason to believe FGM has been carried out on a girl under 18 years and this occurs out of academy, then they must exercise their statutory duty and report this to the police personally.

More information on these issues is contained in Keeping Children Safe in Education Annex B (2023) and Chapters 2.2.11, 2.2.12 and 2.2.13 of the Rotherham LSCP child protection online procedures:
http://rotherhamscb.proceduresonline.com/index.htm

Preventing Radicalisation and Extremism (Prevent Duty)

Our academy has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.

In our academy we use age-appropriate curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the academy's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms i.e, the Local Authority, Police and/or the **Channel Programme**. We will provide a link, via the academy's website, to the Local Safeguarding Children Partnership website which provides information on radicalisation for children and young people, their parents/carers and professionals: www.rscp.org.uk

As with other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the **Channel** programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for academies to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on: 01709 336080.

More information on Prevent and Channel is contained in Annex B of Keeping Children Safe in Education (2023) and Rotherham LSCP child protection online procedures: http://rotherhamscb.proceduresonline.com/index.htm

Children witnessing domestic abuse

Witnessing domestic abuse is really distressing and scary for a child, and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear the abuse from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse

The Domestic Abuse Act 2021 recognises that children are victims of domestic abuse in their own right.

The definition of domestic abuse applies to children if they see or hear, or experience the effects of the abuse and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

More information on these issues is contained in Annex B of Keeping Children Safe in Education (2023) and Chapters 2.2.8 of the Rotherham LSCP child protection online procedures:
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Operation Encompass

As an academy we support an initiative called **'Operation Encompass'** a partnership between South Yorkshire Police and Education, supported by each Local Safeguarding Children Partnership.

Operation Encompass has been designed to provide support for any child in the academy who may be affected by a domestic abuse incident where the police have attended.

A key safeguarding member of staff in the academy will be informed when a domestic abuse incident has been recorded within the previous 24 hours or over the weekend. This will enable staff in the academy to monitor children possibly affected and, provide appropriate support to promote their welfare. This will remain confidential; no information about specific incidents is shared with the academy. The academy will, however, be able to make provision for possible difficulties experienced by children who have been involved in, affected by, or witnessed a domestic abuse incident.

We are keen to offer the best support possible for our children and young people and we believe that Operation Encompass will enhance safeguarding within our academy. This will be extremely beneficial for all those involved.

Our Key Safeguarding Adult is: Toni Tomlinson.

Private fostering

A Private Fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it **does not** include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Academy staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. It is recommended the designated safeguarding lead speak to the family of the child involved to check that they are aware of their duty to inform the LA.

Further information on Private Fostering can be found in Part One Keeping Children Safe in Education 2023, 336. -339. and chapter 2.3.7 of the Rotherham RSCP child protection online procedures:
www.rotherhamscbproceduresonline.com/index.htm

Contextual safeguarding

Academy staff, particularly the DSL and their deputy(s), are aware that the children in our academy may face additional extra-familial risks outside of the academy context.

Working Together to Safeguard Children, 2018 states that, "These extra-familial threats might arise at academy and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines;
- trafficking;
- online abuse;
- teenage relationship abuse;
- sexual exploitation and
- the influences of extremism leading to radicalisation,".

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

Local safeguarding issues in our community include; children witnessing domestic abuse, keeping safe online, access to open water at Ulley Country Park and Rother Valley Country Pak and children experiencing neglect.

Online Safety

The use of technology has become a significant component of many safeguarding issues. As an academy we are aware that the predominant issues associated with online safety are:

- **Content** – exposure to illegal, harmful or inappropriate material; for example, pornography, fake news, racist or radical and extremist views, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – harmful online interaction with other users such as peer-to-peer pressure, commercial advertising as well as adults posing as children or young people with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood, or causes, harm; for example, making, sending and receiving explicit images (the production and sharing of sexual images of under 18s is illegal), or online bullying
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Our academy recognises that today's students are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Our E-safety policy and day-to-day online e-safety procedures have due regard to the most recent DfE non-statutory guidance entitled 'Teaching online safety in the academy' (June 2019) this helps teach our students how to stay safe online, within both new and existing academy subjects (including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing).

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We teach students about the underpinning knowledge and behaviours that can them to navigate the online world safely and confidently regardless of the device, platform or app.

To address this our academy aims to:

- Have robust processes in place to ensure the online safety of students, staff, volunteers and governors
- Protect and educate the whole academy community in its safe use of technology, including mobile phones and mobile technology
- Set clear guidelines for the use of mobile phones for the whole academy community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- Identify and assign roles and responsibilities to manage filtering and monitoring systems
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the academy's IT systems
- Block harmful and inappropriate content without unreasonably impacting teaching and learning
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our academy community

At our academy, we understand the responsibility to educate our students about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

We have a separate E Safety Policy which can be found on the academy website.

As an academy, we will provide information for parents and carers on online safety plus links to useful websites.   Chapter 2.1.7 of the RSCP child protection online procedures: http://rotherhamscb.proceduresonline.com/index.htm

Additional safeguarding issues

Additional guidance on other safeguarding issues such as Children missing from education, Sexual violence and sexual harassment between children in academies and colleges, Substance Misuse, Modern Slavery, Homelessness and many more is contained in Annex B of 'Keeping Children Safe in Education 2023' along with information about the indicators of abuse contained in Chapter 1.2.4 of the RSCP child protection online procedures: www.rotherhamscbproceduresonline.com/index.htm

Protocol for responding to self-harm in the academy

Self-harm is when someone hurts or injures themselves. It can be used to describe cutting, scratching, burning, taking overdoses, punching oneself, substance abuse, self-poisoning, unsafe sex etc. In some cases, this can be a continuum ranging from a behaviour which has strong suicidal intent to behaviour which is part of a coping mechanism.

The DSL in each academy is responsible for ensuring that staff members are aware of how to recognise and respond to self-harm, and how to report and record all instances on the child's safeguarding chronology for example on our CP pro formas. The protocol includes:

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

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

7. Roles and Responsibilities

The Local Governing Body

The Local Governing Body of Aughton Junior Academy are accountable for ensuring the effectiveness of this policy and our compliance with it. They will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via the academy website and has been written in line with 'Keeping Children Safe in Education' (2023), Local Authority advice and the requirements of Rotherham Safeguarding Children Partnership's policies and procedures

- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a named deputy member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role.

- The academy contributes to inter-agency working in line with Working Together to Safeguard Children (2018)

- The academy has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism. This may include making a referral to the **Channel** programme which provides a mechanism for the academy to make referrals (via MASH) if they are concerned that an individual might be vulnerable to radicalisation.

- The academy has due regard to the **mandatory** reporting duty which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on all teaching and support staff (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of 'Keeping Children Safe in Education' and the staff behaviour policy/code of conduct.

- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- Procedures are in place for dealing with allegations against members of staff and volunteers in line with Part Four of Keeping Children Safe in Education 2023 and Chapter 5.2 Safe Workforce of RSCP Child Protection procedures: www.rotherhamscbproceduresonline.com/index.htm

- Safer recruitment practices are followed in accordance with Part Three of 'Keeping Children Safe in Education' (2023) and also Chapter 5.1 of the RSCP Child Protection Procedures. www.rotherhamscbproceduresonline.com/index.htm

- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

- Ensure all relevant persons are aware of the academy's local safeguarding arrangements, including the governing board itself, the SLT and DSL.

Safeguarding will be a standing item on Governing Body agendas. They will receive regular updates throughout the academic year and a detailed overview of the number of referrals to MASH, different reporting categories and the number of referrals pertinent to those categories, key trends identified, training records, Operation Encompass notifications and other additional Safeguarding data, which will show all safeguarding activity that has taken place. Any data provided will not identify individual students.

The Principal

The Principal of Aughton Junior Academy is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL)

- Identifying an alternate member of staff to act as the Deputy Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role

- Ensuring that the policies and procedures adopted by the Local Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff

- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures

- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) will:

- carry out their role in accordance with the responsibilities outlined in Annex C of 'Keeping Children Safe in Education' (2023). The DSL will provide advice and support to other staff on child welfare and child protection matters. At least one other person in academy is

designated as the Deputy Safeguarding Lead, they will be responsible for the role if the DSL is absent.

- act as the main point of contact with local safeguarding partners and keep up to date with local safeguarding arrangements.

- take lead responsibility for promoting the educational outcomes of vulnerable children. They need to ensure that:

- Information is shared about welfare, safeguarding and child protection issues with teachers and leaders
- There is a particular focus on children with social workers
- Staff know who these vulnerable children are
- They understand these children's academic progress & attainment
- They maintain a culture of high aspirations for vulnerable child
- They support teaching staff to identify challenges these children may face and the academic support and adjustments that could be made
- Liaise with the mental health lead in academy and, where available, the Mental Health Support Team when safeguarding concerns are linked to mental health

- undertake safeguarding training as recommended by Rotherham Safeguarding Children Partnership and update this training every two years. Additionally, the DSL will receive regular updates to safeguarding training via the termly Education Safeguarding Forum, e-bulletins, e-learning, etc

- liaise with Children's Social Care and other agencies where necessary, and make referrals of suspected abuse to Children's Social Care, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments.

- maintain accurate electronic or written records and child protection files ensuring that they are kept confidential and stored securely.

- (when a child leaves the academy), make contact with the DSL at the new academy and will ensure that the child protection file is forwarded to the receiving academy in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving academy and/or evidence of recorded delivery or, via electronic transfer using the common transfer file methodology

- ensure that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by KCSIE 2023 and the RSCP.

- Lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems in place). This should be explicit in the role of the job holder's job description, Keeping Children Safe in Education 2023, Part 2 paragraph 103.

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All Staff

All staff are expected to:

- Read Part One and Annex B of Keeping Children Safe in Education 2023, confirm they understand and can apply the principles in everyday practice.
- Read the updated Child Protection and Safeguarding Policy, confirm they understand and can apply the principles in everyday practice.
- Complete training, including online modules, as directed by the DSL
- Receive and understand child protection and safeguarding updates which are delivered through a variety of mediums. Know the identity of the Designated Safeguarding Lead (DSL) and Deputy Safeguarding Leads (DDSL).
- Have a knowledge of the role of Early Help and being able to identify when children might benefit from intervention.
- Know their role in pro-actively identifying emerging problems, exercising professional curiosity, knowing the procedures for reporting concerns and doing so promptly, and liaising with the safeguarding team in school and/or other professionals if required
- Know how to refer concerns to the Local Authority Children's Social Care and/or Police if a situation is deemed urgent, with the risk of serious harm to a child, and a member of the safeguarding team cannot be located and informing the DSL of these actions in retrospect.
- Know what to do if a child discloses, they are being abused, neglected and/or exploited and of their statutory duty in respect of FGM.
- Know how to maintain appropriate levels of confidentiality when dealing with children at risk of or suffering harm.
- Know the signs of different types of abuse and neglect as well as specific safeguarding issues such as child-on-child abuse, child sexual exploitation, child criminal exploitation, risk of serious violent crime, honour-based abuse (HBA) including FGM and radicalisation.
- Know the potential impact of adverse childhood experiences on mental health and correlation with risk taking behaviour, and with domestic abuse and/or substance misuse in the home as well as poor parental/carer mental health.
- Know the risks associated with online technology including the consensual and non-consensual sharing of nudes, semi-nudes and/or sexually explicit videos by children.
- Know their responsibilities and expectations of them in respect of filtering and monitoring systems.
- Know the risks associated with children missing and/or absent from education, or potentially being withdrawn from school by parents/carers for home education.
- Know the importance of reassuring victims that they are being taken seriously, that they have done the right thing in disclosing concerns and should never feel ashamed, and that they will be supported and kept safe. A victim of any form of abuse or neglect should never be given the impression that they are creating a problem by making a report
- Be aware that some children may not feel ready, or know how to tell someone, that they are being abused, exploited or neglected and/or not recognise their experiences as harmful; this may be through feelings of embarrassment, humiliation or fear and reflect vulnerability, disability, sexual orientation and/or language barriers. Staff will non-the-less maintain professional curiosity and speak to the DSL if they have any concerns.
- Know the imperative of providing a safe space for children who are LGBTQ+ to share their concerns with a trusted adult.

Staff should maintain an attitude of 'it could happen here' and act in the best interests of children.

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8. First Day Calling Procedures

It is recommended that the academy has a robust 'first day calling' procedure for when a child has not arrived at academy within the expected time frame. At least **two** emergency contact details will be held for each student where possible, however, following learning from a serious case review, DfE recommendations are that the academy hold four emergency contact numbers for all students. It is good practice to update the contact details annually.

It is recommended that clear time scales are in place to ascertain a reason for non-attendance, this should include an escalation of action to be taken, including that of a home visit where appropriate. It is recommended that a designated staff member is appointed to follow the 'first day calling' procedures.

Expectations are that the academy is aware of the reason for absence of the child before the start of the afternoon session. If this cannot be ascertained, academy must consider whether a request to the police for a safe and well check is necessary.

9. Children who are Looked After (CLA)

Our academy has a named designated teacher for Children who are Looked After who works closely with the Virtual Academy Team and the Local Authority. We have a separate CLA policy, the Designated Teacher Policy LAC, which gives further detail about CLA procedures.

More information on these issues is contained in Part 1 of Keeping Children Safe in Education paragraph 187. - 197 (2023) and the Rotherham and Doncaster LSCB child protection online procedures:
http://rotherhamscb.proceduresonline.com/index.htm

10. Children who are absent from education

Our academy recognises that children who are absent from education for long periods/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines. We will identify early any children who are persistently absent in order to prevent them becoming missing from education in future. Keeping Children Safe in Education 2023, Part 2, paragraph 44

11. Elective Home Education

KCSIE 2023 (Paragraph 178), says that: 'where a parent/carer has expressed their intention to remove a child from academy with a view to educating at home, **we recommend that LAs, academes, and other key professionals work together to coordinate a meeting with parents/carers where possible.** Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.'

When a parent(s) has expressed their intention to home educate it is recommended that the academy has the agreement of BOTH parents (if they share parental responsibility) where possible.

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Children who are home educated can be less visible to the services that are there to keep them safe and provide support in line with their needs. From September 2016 (Student Registration) (England) Regulations 2006 were amended so that academies must inform their LA of all deletions form their admissions register when a child is taken off roll.

12. Early Help and support for children in need:

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to commencement of adulthood. We will work with local agencies in Rotherham to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

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

- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Show signs of deteriorating mental health and emotional well-being
- Are frequently missing/going missing from care or from home.
- Are missing education or attendance at the academy is problematic.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse
- Are returned home to their family from care, or is a privately fostered child
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- May be homeless
- Have a parent/carer in custody

All staff will be made aware of the local early help process and understand their role in it.
Early Help – Rotherham Metropolitan Borough Council

13. Safer Recruitment

At all times, the Principal and the Local Governing Body will follow relevant guidance in Keeping Children Safe in Education September 2023 (Part 3 Safer Recruitment) and from The Disclosure and Barring Service
(DBS):
https://www.gov.uk/government/organisations/disclosure-and-barring-service

We will ensure governors and staff on recruitment panels undertake all appropriate safer recruitment training as outlined in KCSIE September 2023

- We will use the recruitment and selection process to deter, reject or identify unsuitable candidates.

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- Our selection and recruitment policy will include all appropriate checks on staff and suitability including DBS checks. With regard to the recruitment of volunteers our policy will be rigorous and follow DBS guidance taking into account regulated and supervised activity

- We will always act reasonably when making decisions about the suitability of any prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service), barred list checks and prohibition checks (for teaching posts), together with references and interview information

- We will ensure that all staff and volunteers have read the staff behaviour policy, staff behaviour policy/code of conduct and understand that their behaviour and practice should be in line with it.

- In addition, as part of the shortlisting process, the academy will consider carrying out online searches as part of the due diligence process relating to shortlisted candidates. The academy will inform shortlisted candidates that online searches may be done as part of the recruitment process. Keeping Children Safe in Education 2023, Part 3, paragraph 221

Our academy will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Register will contain information on all staff members (this includes contractors and supply staff) on the following:

- An identity check
- A barred lists check
- An enhanced DBS check/certificate
- An overseas check if required
- A prohibition from teaching check
- A section 128 check if applicable (for management positions in independent academies, free academies and academies)
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records, etc.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

14. Staff Conduct and the use of 'Reasonable Force'

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. Our academy does not subscribe to the Team Teach training method to restrain a child. Senior staff will take responsibility for any physical contact with a child.

15. Managing Allegations against Staff (including governors, volunteers, supply teachers and agency staff)

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our academy. We recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. We promote an open and transparent culture in which all concerns about staff (including low level concerns*) are shared with the DSL/Principal and are recorded and dealt with appropriately.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our academy are safe to work with children. We will always ensure that the procedures outlined in the RSCP Child Protection Procedures: Chapter 5.2 and Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2023) are adhered to.

Any allegations against staff (including governors, volunteers, supply teachers and agency staff) that indicate that they may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk)

will be reported immediately to the Principal or the Designated Safeguarding Lead if the Principal is not present.

If an allegation is made or information is received about an adult who works in our academy which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal immediately. This would also include where relationships and 'associations' that staff have in the academy and outside (including online) may have an implication for the safeguarding of children in our academy.

The Principal will inform the **Local Authority Designated Officer (LADO)** within one working day, following the guidance in KCSIE 2023. The Principal or Chair of Governors will ensure that we will take part in further information gathering, discussions and allegation meetings as required by the LADO. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

If the allegation concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Principal first.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chair of Governors should contact the Chief Safeguarding Officer for ACET - 07539 340515 or the Local Authority Designated Officer (LADO) on: 01709 336491 or email LADO@rotherham.gov.uk

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16. *Low Level Concerns

Concerns may be graded low-level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

KCSIE 2023 (paragraph 426) gives examples of such 'low-level' concerns which could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating, or offensive language
- humiliating children

Staff will be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold (KCSIE Part four) are shared responsibly with the Principal, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in the or on behalf of the academy from potential false allegations or misunderstandings.

Low-level concerns should be recorded in writing, including:
- name of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

Referral to DBS

The name of any member of staff considered not suitable to work with children will be referred to the Disclosure and Barring Service (DBS) with the advice and support of Human Resources and in accordance with the DBS Referral Protocols.

Further information is also available in Chapters 5.1, 5.2 and 5.3 of the RSCP online child protection procedures:
www.rotherhamscbproceduresonline.com/index.htm

17. Child on Child Abuse (including sexual violence/assault and sexual harassment)

Aughton Junior Academy has a zero-tolerance approach towards all forms of child-on-child abuse and all academy staff are aware that any child-on-child abuse is unacceptable, that students are capable of abusing their peers, and no form of any such abuse is ever dismissed as "banter" or "part of growing up".

Our academy staff understand that where there is a safeguarding concern, we will ensure that the child's wishes, and feelings are considered when determining what action to take and what services to provide. Systems are in place, and well promoted in throughout academy, that are easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

We understand that harm committed by children and young people on other children or young people transcends equalities issues. Gender, ethnicity, age, disabilities, sexual identity can all be factors in harmful behaviour, for all children involved. Such abusive behaviour may be either a one-off incident, or may be a continuous experience for someone, that is physical, sexual or emotional (including verbal) in nature or may be a combination of those factors. It may be inflicted by a single child or young person, in pairs or by groups or gangs. It can be face to face, or in the form of cyberbullying (online via computers, games consoles or mobile phones). It may be exercised between children, and within children's relationships (both intimate and non-intimate), friendships and wider peer association and can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm.

Managing allegations

Allegations of child-on-child abuse, and particularly those involving sexual violence and sexual harassment, should be dealt with on a case-by-case basis and should be led by the Designated Safeguarding Lead (DSL).

The needs and wishes of the child must be paramount in how the allegations are managed from the moment of reporting. Considerations should include how the investigation proceeds and what support the child requires. However, if both the victim and alleged perpetrator are present in the same class, key stage or academy it is recommended they are separated immediately so no further unsupervised contact is possible until the investigation is completed. It is also recommended that parents are contacted as soon as possible.

The DSL will record the incident in writing (or add further information if they weren't the person making the initial report) on the recording/electronic recording system and decide what course of action is necessary, with the best interests of the child in mind at all times. They will work in conjunction with other services if required, such as the police and social care.

If appropriate, a referral may be made to children's social services (MASH 01709 336080) and, depending on the nature of the incident, the police. Before doing so, it is important to discuss this with parents and the child, explaining why it is important for other agencies to know and how these agencies will be able to support them.

Possible actions to take

- Immediate support for child (victim)
- Separating students in lessons and during the academy day
- Contacting parents of both children (victim and alleged perpetrator) unless doing so would put the child at risk from further harm
- Investigation of incident
- Risk assessments – including for both children, location of incident, etc
- Disciplinary action/ specialist, targeted support for alleged perpetrator and their behaviour
- Seeking advice from other agencies, such as social care, police, etc.

Responding to the report

Our first response to a student disclosing an incident is vital. The child must be reassured that they will be taken seriously and be kept safe. Immediate action should be taken to ensure the student is in a safe space to discuss the incident with a trusted member of staff (this may be in addition to the DSL). It is important to:

- not promise confidentiality at any stage of the process
- only share the disclosure with those people necessary to progress it
- explain to the student what the next steps will be and who the information will be passed to
- listen to the student carefully, without judgement and be clear about boundaries
- not ask leading questions but use open questions to ascertain the necessary information – where, when, what, etc.

Once the disclosure has been made the member of staff must report this to the DSL for immediate action.

Recording the information accurately

Staff should consider the best way to record the information for the recording system, and must be in line with academy's data protection policies and procedures.

The staff member should only record the facts as the student presents them, the notes should not reflect the personal opinion or words of the note-taker. It is important to remember these notes/report may become part of a statutory investigation by social care or a criminal investigation by police.

After the disclosure has been made, it is important that the staff member immediately writes up a concise and factual summary on the recording/electronic recording system.

Risk Assessment

If there has been a report of physical or sexual violence the DSL should make an immediate risk assessment. The risk assessment must consider:

- the protection and support of the child (victim)
- the child or young person who has displayed the harmful behaviour and further risk
- the risk to other children, staff, etc

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It should be reviewed regularly and should be shared with parents, and other agencies as required.

On-going response to protect and safeguard the child (victim)

The following should help shape any decisions made about protecting and supporting the child:

- consider the age and developmental stage of the child, the nature of the allegations and the potential risk of further abuse
- the needs and wishes of the child must be paramount to any decision-making
- the victim (rather than the alleged perpetrator) should be allowed to carry on in their normal routine, their daily academy experience should be a normal as possible to ensure they feel they are in a safe space
- the response to the incident should be proportional and considered on a case-to-case basis – for example, the response for a one-off sexualised name-calling incident will be vastly different to the response for a sexually violent assault, such as rape
- the child may not always disclose the whole picture immediately, it's important that a designated person (of their choice) is available for the student to talk to if they need to.
- support for the child may be longer term (could involve social care, police, etc), may eventually require a move of school/academy or other such measures, these must be led by child and parents/carers.

Safeguarding and supporting the child who has displayed the harmful behaviour

The following should help shape any decisions made about supporting the child or young person who has displayed the harmful behaviour:

- in addition to protecting the victim, consideration must be also given to the alleged perpetrator with regard to their education, safeguarding support and any disciplinary action
- consider the age and developmental stage of the child or young person who has displayed the harmful behaviour, and the nature of the allegations, the student may experience stress and anxiety being the subject of allegations and negative reactions from their peers
- consider how you respond to the incident on a case-by-case basis and also the child's possible unmet needs in displaying behaviour that may be harmful, sexual physical aggression, etc. Take advice to support your decision-making where necessary.

Sharing nude and semi-nude photos or images (also known as 'sexting')

In cases where nudes or semi-nudes have been shared, we follow guidance given to academies and colleges by the UK Council for Internet Safety (UKCIS).

18. Communication and confidentiality

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

If a current or former student makes an allegation directly to the police, the police may approach the academy for access to personal data relating to the victim, the alleged perpetrator and/or other

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witnesses. Again, data protection law supports such sharing where the police require that personal data for the purposes of the prevention or detection of crime, or the apprehension or prosecution of offenders.

The updated Working Together to Safeguard Children (2020) guidance clarifies that the Data Protection Act 2018 and General Data Protection Regulations (GDPR) **do not** prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Consent is not required when sharing information for the safeguarding and protecting the welfare of a child. It is also stated that, while encouraged, the agreement of the child and parents is not required to share information, though it is important to explain the reasons for this.

The Academy must be proactive with sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of a child. Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During disclosure of a concern by a student, staff members will not promise the student confidentiality and will ensure that they are aware of what information will be shared, with whom and why. Depending on the nature of a concern, the DSL will discuss the concern with the parents of the students involved, unless such a discussion could potentially put a student at risk of harm.

19. Training and Induction

Every new member of staff or volunteer should have an induction programme which includes basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our academy and the role of the Designated Safeguarding Lead. At induction, all staff will also be provided with a copy of Part One of 'Keeping Children Safe in Education' and will be expected to read this.

In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with 'Keeping Children Safe in Education' (2023) and advice from Rotherham Safeguarding Children Partnership.

The DSL and deputy DSL will attend training courses organised by RSCP at least once every two years. They will also receive regular safeguarding updates throughout the academy year in order to keep up with developments relevant to their role.

In accordance with Part Three of KCSIE 2023 all academy governors will also undertake training, appropriate to their role, to ensure they are able to carry out their duty to safeguard all of the children in our academy.

20. Filtering and monitoring – IT systems

The Local Governing Body will review Information Technology standards and discuss IT with relevant staff to decide what more, if appropriate, needs to be done to support the academy in meeting the required standard.

Keeping Children Safe in Education 2023, Part 2, paragraph 141

21. Whistleblowing Policy

Where there are concerns about the way that safeguarding is carried out in the academy, staff should refer to the Whistle-blowing Policy. This policy is available on the academy website.

A whistleblowing disclosure must be about something that affects the general public such as:
- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

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

Further information is also available in Chapter 5.4 of the RSCP online child protection procedures:
www.rotherhamscbproceduresonline.com/index.htm

22. Procedures for Managing Concerns

Aughton Junior Academy adheres to child protection procedures that have been agreed locally through Rotherham Safeguarding Partnership. The three local safeguarding partners that have established arrangements to work together with all appropriate agencies are:

1. Local Authority
2. Clinical Commissioning Group/Local Integrated Care System
3. The Chief Police Officer

We will ensure that all academy staff understand their responsibilities in being alert to the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection and the importance of reporting their concerns expeditiously and in line with this policy. However, it is not the responsibility of academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation.

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our academy. Any member of staff or visitor to the academy who receives a disclosure of abuse or suspects that a child is at risk of harm must

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report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

If a child is in **immediate danger or risk of harm**, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed reporting procedure in this academy. This is notification via a password-protected electronic recording system.

Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals will be made in line with RSCP online child protection procedures – www.rotherhamscbproceduresonline.com/index.htm

If, after a referral, the child's situation does not appear to be improving, we will consider following the RSCP escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police, if the situation is an emergency and the DSL, their deputy and the Principal are all unavailable and they are convinced that a direct report is the only way to ensure the student's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Principal or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the MASH directly with their concerns.

If staff members have concerns about another staff member, then this should be referred to the Principal or DSL. Where there are concerns about the Principal or DSL this should be referred to the chair of governors.

23. Use of the academy premises for non-academy activities/extra-curricular activities

Where the academy hires or rents out academy facilities or the academy premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep students safe.

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

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

Extra-curricular activities and clubs hosted by external bodies will work in collaboration with the academy to effectively safeguard students and adhere to local safeguarding arrangements. Staff and volunteers running extracurricular activities and clubs need to be aware of their safeguarding responsibilities and promote the welfare of students. Paid and volunteer staff need to understand how they should respond to child protection concerns and how to make a referral to social care or the police, if necessary.

If the academy receives an allegation relating to an incident that happened when an individual or organisation was using their academy premises for the purposes of running activities for children. As with any safeguarding allegation, the academy will follow all safeguarding policies and procedures, and contact with LADO will be made Keeping Children Safe in Education 2023, Part 4, paragraph 377

24. Working With Parents & Carers

Aughton Junior Academy is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new students join our academy, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the academy website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity, and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent, or it is necessary to do so in order to safeguard a child from harm. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

We will seek to share with parents any concerns we may have about their child unless to do so may place that child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the academy has about a child will not prevent the DSL making a referral to MASH in those circumstances where it is appropriate to do so.

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

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details – at least two in order to be able to make contact with a responsible adult should a concern arise ie, illness, not being collected at the end of the academy day, a child going missing or a safeguarding concern.

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- Full details of any other adult authorised by the parent to collect the child from academy (if different from the above).

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

25. When to call the police

When to call the police addresses criminal activity, not safeguarding issues. Safeguarding issues are addressed using the referral process and procedures. Contact with police should ideally be made by a single point of contact from the academy. This may be the Principal or the DSL to ensure all the relevant information is shared and improve consistency of referrals.

When an incident occurs in which a crime has or may have been committed, the academy needs to consider whether to involve the police. The academy behaviour policy and codes of conduct will give further guidance on how to deal with and record such incidents.

26. Relevant Policies

To underpin the values and ethos of our academy and our intent to ensure that students are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying
- Behaviour/Rewards
- Safer Recruitment and selection
- Whistle-blowing
- Attendance and Children Missing in Education
- Online Safety
- Health and Safety including site security
- Equality, Diversity and Inclusion Policy
- Harassment and discrimination including racial abuse
- Meeting the needs of students with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays
- Visitors to academies

27. Policy consultation and Review

This policy will be reviewed in full by the Governing Body on an annual basis. Any changes made to this policy will be communicated to all members of staff.

This policy is available on our academy website and is available on request from the academy office. We also inform parents and carers about this policy when their children join our academy and through our academy newsletter.

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

The next scheduled review date for this policy is **September 2024.**

APPENDIX 1

Useful Contact numbers and e-mail addresses/websites:

Local Authority Children's Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services:

01709 336080

Duty LADO – 01709 336491

LADO email (not for referrals) – LADO@rotherham.gov.uk

South Yorkshire Police non-emergency number – 101
In an emergency ring 999

Rotherham Safeguarding Children Partnership (RSCP): www.rscp.org.uk
www.rotherhampower.co.uk

National Helplines/Websites:

NSPCC Confidential helpline – 0808 800 5000
help@nspcc.org.uk

Childline – 0800 1111
https://www.thinkuknow.co.uk/
http://www.saferinternet.org.uk/
https://www.swgfl.org.uk
Information, Advice and Support to Keep Children Safe Online (internetmatters.org)
https://www.pshe-association.org.uk/
educateagainsthate.com
https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation