



SAFEGUARDING AND CHILD PROTECTION POLICY

FOR TRUST CENTRAL STAFF

THIS POLICY WAS APPROVED:	
POLICY VERSION:	8.0
THIS POLICY WILL BE REVIEWED:	AUTUMN 2024
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	DIRECTOR OF INCLUSION
THIS POLICY WAS DISTRIBUTED TO:	TRUST LEADERSHIP GROUP TRUST CENTRAL STAFF

Section	Significant Changes
Throughout	All references to ' <i>Keeping Children Safe in Education</i> ' (2022) have been removed and replaced with reference to ' <i>Keeping Children Safe in Education</i> ' (2023).
Introduction	Terminology changed – The Anglian Learning Trust Board. Addition of Supply staff and Community Education staff Addition of the requirement to equip children with the skills to stay safe from abuse and exploitation. Reference to Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2021
2.1	Addition of information regarding academies not based in Cambridgeshire
2.3	Added in new information about the DSL taking lead responsibility for understanding the filtering and monitoring systems and processes.
	Updated to include information about recording and reporting safeguarding concerns
	Updated to reflect the information given at induction and update training in relation to the safeguarding response to children who are absent from education.
	Updated to reflect that online safety training for staff should include understanding the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.
	Amended to reflect the change of wording to prolonged periods and / or on repeat occasions for children absent or missing from education.
	Added reference to the Low Level Concern policy.
	Added to the bullet points in relation to responsibilities for the Governing Board for considerations in relation to filtering and monitoring.
2.6	Additional guidance around consent and the sharing of confidential information.
3.7.1	Additional phrase – Certain health conditions and a reminder of the Equality act and reasonable adjustments.
3.7.4	Additional section on Modern Slavery
3.7.5	Definition of exploitation
3.7.6	Additional section on Forced Marriage

3.7.7	Paragraph title amended and bullet points added to reflect the changes in relation to safeguarding responses to children absent from education rather than missing from education.
4.7 4.8 4.15	Addition of contractors.
6. 1	Updates and additions to the bullet points regarding governor responsibilities, including the monitoring of actions following safeguarding audits and peer reviews.
6.2	Added in reference to the DfE guidance Keeping children safe in out-of-academy settings Bullet points added in relation to the procedures to follow if an allegation relating to an incident that happened when an individual or organisation was using academy premises for non-academy's activities.
Appendix A	Addition of guidelines for effective safeguarding
Appendix B	Amended dates for guidance documents where required.
Appendix C	Procedures for making an allegation updated.
Appendix D	Addendum – Child on Child abuse and Sexual violence and Harassment 2023

Trust Personnel Responsible for Safeguarding

Designated Safeguarding Lead (DSL), Designated Safeguarding Persons (DSP), Deputy Designated Safeguarding Lead (DDSL), SPOC Prevent Lead (PL)

Role	Academy	Name	Contact No.	E-mail address	Safer Recruitment trained Y/N		
DSL	Bassingbourn Village College	Vanessa Larkins, Deputy Principal	01763 242344	vlarkins@bassingbournvc.org	Y		
DDSL		Sarah Pattison, Vice Principal Vickey Poulter, Principal Theresa Turner, Student Progress And Welfare Assistant Annette Wells, SENDCo		spattison@bassingbournvc.org vpoulter@bassingbournvc.org tturner@bassingbournvc.org awells@bassingbournvc.org	Y Y Y Y		
PL		Vanessa Larkins, Deputy Principal		vlarkins@bassingbournvc.org	Y		
DSL		Mark Askew, Headteacher		head@bottishamprimary.org	Y		
DSP	Bottisham Community Primary School	Debbie Heijne, Deputy Headteacher	01223 811235	dheijne@bottishamprimary.org	Y		
PL		Mark Askew, Headteacher		head@bottishamprimary.org	Y		
DSL		Imogen Axton, Assistant Principal		iaxton@bottishamvc.org	Y		
DSP	Bottisham Village College	Jenny Rankine, Principal Ed Compton, Deputy Principal Imogen Axton, Assistant Principal Matt Merry, Assistant Principal Andrew Gee, Assistant Principal Denise Cook, Pastoral Support Worker Sally Irvine, Safeguarding and Behaviour Intervention Lead	01223 811250	jtaylor@bottishamvc.org (PA) ecompton@bottishamvc.org iaxton@bottishamvc.org mmerry@bottishamvc.org agee@bottishamvc.org csaunders@bottishamvc.org dcook@bottishamvc.org sirvine@bottishamvc.org	Y Y N N N N N		
PL		Andrew Gee, Assistant Principal		agee@bottishamvc.org	N		
DSL		Fen Ditton Community Primary School		Charlotte James, Acting Headteacher	01223 292342	head@fendittonprimary.org	Y
DSP						cjames@fendittonprimary.org	Y
PL	Charlotte James, Acting Headteacher		head@fendittonprimary.org	Y			
DSL	Howard Community Primary School	Alison Weir, Headteacher Tom Oakley, Deputy Head Julie Spall, Nurture Lead	01284 766278	aweir@howardprimary.org jspall@howardprimary.org toakley@howardprimary.org	Y		
DSP		Karina Grundill, High Level Teaching Assistant		K.Grundill@howardprimary.org	N		
PL		Alison Weir, Headteacher		aweir@howardprimary.org	N		
DSL	The Icknield Primary School	Diane Mitchell Headteacher	01223 508750	Head@icknield.cambs.sch.uk	Y		
DDSL		Claire Arnold, Deputy Headteacher		CArnold@icknield.cambs.sch.uk	N		
DSP		Rachel Holt, SENCO		rholt@icknield.cambs.sch.uk	N		
PL		Diane Mitchell Headteacher		Head@icknield.cambs.sch.uk	Y		
DSL	Joyce Frankland Academy, Newport	Lee Gamble, Assistant Principal	01799 540237	lgamble@joycefrankland.org	Y		
DDSL		Dan Langley, Assistant Principal		dlangley@joycefrankland.org	Y		
PL		Sarah Smith, Pastoral Interventions		ssmith@joycefrankland.org	N		

DSL	Linton Heights Junior School	James Puxley, Headteacher	01223 892210	Head@lintonheightsjunior.org	Y
DSP		Caroline Webb, Deputy Headteacher Caren Davies, Assistant Headteacher Karen Graves, SENCo		CWebb@lintonheightsjunior.org CDavies@lintonheightsjunior.org kgraves@lintonheightsjunior.org	N N N
PL		James Puxley, Headteacher		Head@lintonheights.cambs.sch.uk	Y
DSL	Linton Village College	Louise Keen, Assistant Principal	01223 891233	louise.keen@lvc.org	Y
DDSL		Nichola Addley, Safeguarding Officer and Head of Pioneer Shahla Matarazzo, Deputy Principal		nichola.addley@lvc.org shahla.matarazzo@lvc.org	N N
PL		Shahla Matarazzo, Deputy Principal		shahla.matarazzo@lvc.org	Y
DSL	Marleigh Primary Academy	Bridget Harrison, Interim Headteacher	01223 618081	bharrison@marleighprimary.org	Y
DDSL		Liz Hedges, Office Manager		lhedges@marleighprimary.org	Y
DSL	The Meadow Primary School	Nichola Pickford, Executive Headteacher	01223 894400	npickford@meadowprimary.org	Y
DDSL		Nicky Butcher, Deputy Headteacher Emma Rogers, Class Teacher		Nbutcher@meadowprimary.org Epalmer@meadowprimary.org	Y N
DSP		Lucy Bitten, MOOSC Manager		Lbitten@meadowprimary.org	N
DSL	The Netherhall School and The Oakes College Cambridge	Karim Marsaoui, Deputy Principal	01223 242931	kmarsaoui@netherhallschool.org	Y
DDSL		D Berry, Deputy principal		dberry@netherhallschool.org	Y
DSP		Lisa Benton, Pastoral Support Worker Helen Davis, Pastoral Support Worker Nikky Parker, Student Support Sue White, Pastoral Manager Chris Woods, Assistant Principal		lbenton@netherhallschool.org hdavis@netherhallschool.org nparker@netherhallschool.org swhite@netherhallschool.org cwoods@netherhallschool.org	N Y N N Y
PL		Karim Marsaoui, Deputy Principal		kmarsaoui@netherhallschool.org	Y
DSL		Kerry Darby, Headteacher		head@thepinesprimary.co.uk	Y
DSP	Louise Scott, Deputy Headteacher Rachael Cox, Family Wellbeing Lead Steph Lawrence, Preschool Manager	01638 790135 lscott@thepinesprimary.co.uk rcox@thepinesprimary.co.uk slawrence@thepinesprimary.co.uk	Y N N		
DSL	Sawston Village College	Martha Gregg, Director of Safeguarding, Welfare and Pastoral Support	01223 712777	mgregg@sawstonvc.org	N
DDSL		Sue Gelder – Deputy Principal Vicky Linzell, Inclusion Manager		sgelder@sawstonvc.org vlinzell@sawstonvc.org	N
DSP		Clare Fane – Year Lead Jodie Fink – Year Lead Alan Sutton – Assistant Principal		cfane@sawstonvc.org jfink@sawstonvc.org asutton@sawstonvc.org	Y Y N
PL		Martha Gregg – Director of Safeguarding, Welfare and Pastoral Support		mgreggt@sawstonvc.org	N
DSL		Laura Rawlings, Headteacher		lrawlings@staplefordprimaryschool.org	Y

DDSL	Stapleford Community Primary School	Jayne Hore, Deputy Headteacher Nathan Graves, SOOSC and Teaching Assistant	01223 508720	jhore@staplefordprimaryschool.org ngraves@staplefordprimaryschool.org	Y
PL		Laura Rawlings, Headteacher			cspain@staplefordprimaryschool.org
DSL	Wimbish Primary Academy	Nichola Pickford, Executive Headteacher	01799 599245	npickford@anglianlearning.org	Y
DDSL		Nicky Butcher, Deputy Headteacher Lizzie Beecroft-Sullivan, SENDCo			nbutcher@anglianlearning.org lbeecroft@anglianlearning.org
DSL	Central Team	Camilla Saunders, Director of Inclusion	01223 618051	csaunders@anglianlearning.org	Y
Central Team staff trained in Safer Recruitment		Jonathan Culpin, CEO	01223 340340	jculpin@anglianlearning.org	Y
		Duncan Cooper, Deputy CEO	01223 340403	dcooper@anglianlearning.org	Y
		Charity Main, Director of Finance	01223 340405	cmain@anglianlearning.org	Y
		Caroline Newman, Director of People	0785237 6421	cnewman@anglianlearning.org	Y
		James Woodcock, Director of Professional Learning and Curriculum	01223 340404	jwoodcock@anglianlearning.org	Y
		Michelle Wilson, Trust Sports Centre Development Manager & Sports Centre Manager for Sawston Village Colleges	01223 712555	mwilson@anglianlearning.org	Y

This Policy relates to staff directly employed to fulfil Trust wide responsibilities. It is reviewed under the direction of the CEO annually.

Each academy in the Trust is expected to have its own Safeguarding and Child Protection Policy annually updated in line with the DfE's 'Keeping Children Safe in Education'. Led by a member of the Executive Leadership Team, the Safeguarding Leadership Group will review the draft academy Policy and make recommendations for any additions or changes to match statutory requirements and Trust expectations. Each academy is expected to personalise the Policy to match the academy's context and to implement it accordingly.

Central Trust staff, and staff from individual academies who work in other schools and academies will ensure that they know the procedures for recording and reporting concerns in each academy. They will adhere to these if they have any concerns about pupils in the academy in which they are working.

INTRODUCTION

Anglian Learning Multi Academy Trust fully recognises the responsibility it has under section 157/175 of the Education Act 2002 and the Education and Training (Welfare of Children) Act, 2021 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2023). All staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.

Staff should read the above document together with 'Annex B' of 'Keeping Children Safe in Education' (September 2023) if they are working directly with children. For those staff who do not work directly with children or where English is a second language, Annex A can be issued instead, and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015)

Anglian Learning Multi Academy Trust fully recognises the responsibility it has under the Equality Act 2010 to provide protection from direct / indirect discrimination or harassment for people with a 'protected characteristic' that relate to:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion belief or non belief
- Sex, and
- Sexual orientation
- Age

Through their day-to-day contact with pupils and direct work with families all staff in the Trust have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

(See Keeping Children Safe in Education, 2023)

This policy sets out how the Anglian Learning Trust Board and the school's Governing Body discharge their statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. The policy applies to all staff, paid and unpaid, working in the school including governors, supply teachers and community education staff. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents / carers may also contact the school and its governors.

It is consistent with the Safeguarding Children's Partnership procedures.

There are four main elements to this policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

PROCEDURES for identifying and referring cases, or suspected cases, of abuse or exploitation. The definitions of the four categories of abuse are attached (see Appendix A);

SUPPORTING CHILDREN particularly those who may have been abused or witnessed violence towards others;

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is on the Trust's website.

1.0 PREVENTION

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.2 The Trust will therefore ensure and annually audit that all academies:

1.2.1 Establish and maintain an environment where children feel safe in both the real and the digital world and are encouraged to talk and are listened to.

1.2.2 Ensure children and young people know that there are trusted adults in their school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

1.2.3 Include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help.

1.2.4 Tailor our curriculum to be age and stage appropriate so that it meets the specific needs and vulnerabilities of individual children, including those who have experienced abuse, and children with special educational needs or disabilities.

Incorporate into the curriculum, activities and opportunities that enable children to develop their understanding of stereotyping, prejudice and equality.

Ensure that all school/college staff challenge instances of prejudice related behaviour, including but not limited to, instances of sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Any prejudice related incidents will be responded to in accordance with our 'Responding to Prejudice-Related Incidents Policy'.

1.2.5 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills

Highlight through the curriculum potential online risks and what to do and where to get support to report material or manage online issues such as sexting or bullying.

Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

Make full use of various agencies and independent speakers to support in providing a high quality PSHE curriculum, to review topics of safeguarding, healthy and safer lifestyles through the College's PSHE curriculum reflecting upon the Cambridgeshire PSHE programme as examples of best practice, ensuring that children are equipped with the skills they need to stay safe from abuse and exploitation in all contexts.

(Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2021)

Make full use of Early Help Teams through internal referral processes in order to support vulnerable children not subject to a Child Protection Plan.

2.0 PROCEDURES

The Trust will ensure that Cambridgeshire academies follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Board 'Multi-Agency Procedures'. A copy of these procedures can be found on the Safeguarding Children Partnership Boards website: Multi-Agency Policies and Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk).

- 2.1 Where academies are not based in Cambridgeshire, they will follow the procedures set out by their local authority.
- 2.2 Responsible staff in each academy are identified in the academy's own policy.
- 2.3 It is expected that Local Governing Bodies and the Anglian Learning Trust Board will monitor and ensure:
 - 2.3.1 The appointment of a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead (DDSL) Designated Personnel (DP)), the lead responsibility for child protection remains with the DSL and cannot be delegated.
 - 2.3.2 The role of DSL, DDSL, and DP is explicit in the role holder's job description. (As outlined in Keeping Children Safe in Education, 2023 Annex C. A copy of which is held in the Anglian Learning safeguarding framework).

The DSL, DDSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL, DDSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education,

2023, Annex C). The DSL will have time to take part in inter-agency meetings and contributing to the assessment of children in need.

- 2.3.3 Ensure that the training for both DSL and DDSL is in line with government guidance and is updated every two years.
- 2.3.4 Ensure that in addition to the formal training set out above, the DSL, DDSL and DPs refresh their knowledge and skills e.g. via bulletins, meetings or further training **at least annually**.
- 2.3.5 That the DSL will take the lead responsibility for understanding and overseeing the filtering and monitoring systems and processes in place at the academy.
- 2.3.6 The DSL, DDSL or DP are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action, **from the point of induction** they must take if in exceptional circumstances the DSL, DDSL, and DPs are not available. See Annex C, page 164 of Keeping Children Safe in Education 2023 for details of requirements.
- 2.3.7 The DSL and DDSL liaise with the three safeguarding partners (Local Authority, Integrated Care group and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.
- 2.3.8 Nominate a governor for safeguarding and child protection and ensure they have undertaken appropriate training.
- 2.3.9 Ensure every member of staff paid and unpaid, and the Local Governing Body knows who the Designated Personnel are and the procedures for passing on concerns from the **point of induction**; all paid staff will be trained in using the electronic system My Concern and issued with their own personal login details. This system should be used to log any concerns. For all other staff and members of the Local Governing Body or the Anglian Learning Central Team they will use the blue logging concern forms and will hand to the DSL / DDSL or one of the DSP immediately. If any member of staff or visitor feels that a child is at immediate and significant risk, then the DSL / DDSL or DSP will be contacted as a matter of urgency.
- 2.3.10 Ensure that every member of staff and every governor and trustee knows:
 - how to identify the signs of abuse and neglect, understanding that children can be at risk of harm inside and outside of the academy, inside and outside of home and online;
 - That all staff have a responsibility to provide a safe environment in which children can learn;
 - The name of the designated safeguarding personnel and his/ her role
 - how to pass on and record concerns about a pupil;
 - that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful;
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and exploitation; and for referring safeguarding concerns to the DSL, DDSL, and DP;

- that they have a responsibility to provide a safe environment in which children can learn;
- where to find the Multi–Agency Procedures on the Safeguarding Children Partnership Board website;
- what is meant by, and the importance of, showing professional curiosity
- their role in the early help process;
- the process for making referrals to children’s social care;
- the safeguarding response to children who are absent from education, particularly on repeat occasions and / or prolonged periods;
- the role of filtering and monitoring and the process for reporting issues.

2.3.11 Ensure that all staff and every governor recognises the need to ensure that those with ‘**protected characteristics**’ are treated fairly and that they are protected from all forms of discrimination and harassment.

2.3.12 All staff receive annual safeguarding and online safety training, including new staff from the point of induction, to provide them with the relevant skills and knowledge to safeguard children effectively. Teachers in training are briefed as part of their induction regarding procedures and receive a more in depth training as part of their in School / College programme. All staff should know:

- the School / College’s legislative responsibility;
- their personal responsibility;
- the School / College’s policies and procedures;
- the need to be alert and vigilant to the signs and indicators of possible abuse;
- the need to record concerns;
- how to support and respond to a child who tells of abuse and or exploitation
- the academy’s response to children who are absent from education;
- the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of the overarching safeguarding approach of the academy.

2.3.13 Supply teachers are provided with the School / College ‘Quick reference guide’ that identifies the process for referral and who the DSP personnel are. This will allow prompt, appropriate action to be taken. In addition, information about safeguarding and the DSP personnel is part of the reception process for all visitors in the School / College

2.3.14 Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies. The Anglian Learning whistleblowing policy refers to passing on concerns about unsafe practice to the Designated Person in 2.1.1 and 6.4.4. This policy describes how any School / College employee can raise any concerns s/he may have about working practices and who should be informed about the concerns. It may be that issues raised via this policy will be addressed via other procedures, e.g. anti-fraud and corruption, grievance, disciplinary, harassment and **child protection procedures**. All staff should be aware of the low-level concerns policy.

- 2.3.15 Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the academy brochure and on the academy website.
- 2.3.16 Ensure that this policy is available publicly either via the school website or by other means.
- 2.3.17 The Anglian Learning Trust Board and Local Governing Bodies will ensure that there are appropriate filtering and monitoring systems in place and that they recognise which children are potentially at greater risk of harm and how often they access the IT system.
- 2.3.18 Promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including children with a social worker) are experiencing/have experienced with teachers and school and leadership staff.
- 2.3.19 Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment is sought and recorded by the school. The academy will require an up-to-date copy of the provisions Safeguarding Policy and written confirmation that all appropriate safeguarding checks on individuals working at the provision have been undertaken and no anomalies found. The academy will also conduct regular visits to providers as part of a quality assurance process and this will include ensuring processes are being followed as stated in providers policy. The academy will insist on providers giving a daily attendance update and that any absences are reported immediately.

2.4 Liaison with Other Agencies

The Trust will ensure and audit that all academies:

- 2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- 2.4.2 Co-operate as required, in line with 'Working Together to Safeguard Children,' (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- 2.4.3 Notify the relevant Social Care Unit immediately if:
- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

2.4.4 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Unit will also be informed.

2.5 Record Keeping

The Trust will audit and ensure that each academy will:

2.5.1 Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately. Ensure all records are stored on My Concern.

2.5.2 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. It is good practice to keep concerns and referrals in a separate safeguarding file for each child.

2.5.3 Ensure that all electronic records are stored on MyConcern (the academy's choice of an identified, purpose built, and secure platform).

2.5.4 Ensure that logs on MyConcern are clear, detailed and accurate

- a clear and comprehensive summary of the concern;
- The child's wishes and feelings
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.
- A record of any discussion / communication with parents or other agencies

Even where there is no need to refer the matter to Social Care immediately.

2.5.5 Ensure all paper records are kept securely, separate from the main pupil file, and in a locked location. Paper files should be signed for on removal from and return to storage.

2.5.6 Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools within five days, in accordance with 'Keeping Children Safe in Education, 2023 and the Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records. The DSL will consider whether it would be appropriate to share information with the new school / college in advance of a child leaving.

2.5.7 Make parents aware that such records exist except where to do so would place the child at risk of harm.

2.5.8 Ensure all actions and decisions are led by what is considered to be in the best interests of the child following discussions between professionals working with the individual child.

2.6 Confidentiality and information sharing

2.6.1 The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect

a child. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR).

The Trust will audit and ensure that each academy will:

- 2.6.2 Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- 2.6.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).
- 2.6.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or headteacher.
- 2.6.5 Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead and Deputies / Personnel will:

- 2.6.6 Disclose information about a pupil to other members of staff on a 'need to know' basis, considering what is necessary, proportionate and relevant. Parental consent may be required.
- 2.6.7 Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so (vital interest), and that the sharing of information will enhance the safeguarding where to not do so might place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime.
- 2.6.8 Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018).
- 2.6.9 In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.
- 2.6.10 Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

2.7 Communication with Parents/Carers

The Trust will audit and ensure that each academy will:

- 2.7.1 Ensure that parents / carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus / website.

- 2.7.2 Undertake appropriate discussion with parents / carers prior to involvement of another agency, unless the circumstances preclude this action.
- 2.7.3 Seek advice from Social Care if the school believes that notifying parents could increase the risk of harm to the child. *[Further guidance on this can be found in the Inter-agency Procedures of the Safeguarding Children Partnership Board's website].* Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury, where it would place the child at immediate risk of harm, or where it may lead to the loss of evidence or prejudice the prevention or detection of crime. Rationales for these decisions must be recorded.
- All discussions that have taken place with parents regarding the child's welfare to be recorded on MyConcern or if the decision has been made not to discuss it with parents, record the reasons why.
 - Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.
 - Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

2.8 Prevention of Child on child Abuse

The Trust recognises that child on child abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and / or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation / hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and / or violent behaviour in the future.

- 2.8.1 All forms of child on child abuse are unacceptable in Anglian Learning academies and will be taken seriously. Refer to the Sexual Harassment and Sexual Violence addendum 2021. Appendix E

The Trust will ensure that all academies:

- 2.8.2 Create a whole school protective ethos in which child on child abuse, including sexual violence and sexual harassment will not be tolerated.
- 2.8.3 Provide training for staff about recognising and responding to child on child abuse, including raising awareness of the gendered nature of peer abuse, with girls, SEND and LGBT+Q more likely to be victims and boys perpetrators.

- 2.8.4 Ensure that staff members follow the procedures in this policy and those in the Sexual Harassment and Sexual Violence addendum 2021 Appendix E when aware of child on child abuse, referring any concerns of child on child abuse to the Designated Safeguarding Lead (or deputy) in line with safeguarding reporting procedures. The DSL will respond to concerns related to child-on-child abuse in line with guidance outlined in *Part 5 of 'Keeping Children Safe in Education' 2023*.
- 2.8.5 Ensure that staff do not dismiss instances of child on child abuse, including sexual violence and sexual harassment sexual harassment, sexual taunting or 'banter' and the use of derogatory and misogynistic language, as an inevitable part of growing up.
- 2.8.6 Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- 2.8.7 Provide high quality Relationship and Sex Education (RSE), including teaching about consent.
- 2.8.7.1 Provide high quality Relationship and Sex Education (RSE) and / or enrichment programmes to allow children to take ownership of their own safety in ensuring that they are given information that empowers them to make informed and positive choices by:
- Recognising whether other children, adults or sources of information are trustworthy, how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others, if needed
 - Understanding characteristics of what makes positive and healthy friendships and other relationships.
 - Acknowledging that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
 - Understanding what constitutes sexual harassment and sexual violence and why these are always unacceptable.
 - About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online
 - What to do and where to get support to report material or manage issues online
 - Acknowledging the impact of viewing harmful content and specifically explicit material e.g. pornography and how this presents a distorted picture of sexual behaviour and relationships.
 - Having an understanding of the law concerning the sharing and viewing of indecent images of children (including those created

by children) and that it is a criminal offence which carries severe penalties including jail.

- Being able to understand what sexual exploitation, abuse, grooming, coercion, control, harassment, rape, domestic abuse, forced marriage, honour-based abuse and FGM are and how they can affect current and future relationships.
- Understanding that consent can be actively communicated and how to recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

2.8.8 Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. School will ensure that these children have a trusted adult in school to talk to.

2.8.9 Recognise the risk of intra familial harms and provide support to siblings following incidents where necessary.

2.8.10 Ensure that staff members follow the procedures outlined in this policy when they become aware of child on child abuse.

2.8.11 In the case of an allegation, staff are to refer to the Sexual Harassment and Sexual Violence addendum to the safeguarding policy 2021 for details on prevention and procedure. Appendix E.

The Designated Safeguarding Lead will refer to the Safeguarding Children Partnership Board's Child Sexual Abuse Assessment Tool if there is a concern that a young person may be displaying sexually harmful behaviours, may have experienced sexual violence or sexual harassment or other forms of sexual abuse.

2.9 Dealing with Sexual Violence and Sexual Harassment between children

The academies within the Trust recognise that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur wholly online, concurrently online and offline, or technology may be used to facilitate offline abuse. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as

sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

The Trust will audit and ensure that all academy leaders will:

- 2.9.1.1 Be clear there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.
- 2.9.1.2 Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 2.9.1.3 Make decisions on a case-by-case basis.
- 2.9.1.4 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 2.9.1.5 Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- 2.9.1.6 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 2.9.1.7 Liaise closely with external agencies, including police and social care, when required.
 - Sexual Harassment and Sexual Violence addendum to the safeguarding policy 2023 Appendix E
 - 'Keeping Children Safe in Education – Part Five' 2023, Sexual violence and sexual harassment between children in schools and School / Colleges,' (DfE, September, 2021)
 - Academies should also refer to Sharing nudes and semi-nudes: advice for education settings working with children and young people'(UKCIS, December 2020) Appendix F
 - Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Child Internet Safety (UKCCIS)

3.0 SUPPORTING CHILDREN

The Trust recognises that **any** child may be subjected to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all. We recognise that the impact on children who are abused or witness violence may last into adulthood without appropriate intervention and support.

- The School / College may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at School / College their behaviour may be challenging and defiant or they may be withdrawn.
- We recognise that the impact on children who are abused or witness violence may last into adulthood without appropriate intervention and support.
- We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

The School / College will support all pupils through:

- 3.1 Providing curricular opportunities to encourage self-esteem and self-motivation.
- 3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 3.3 Applying the academy's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse which has occurred.
- 3.4 Liaise with the senior mental health lead where safeguarding concerns are linked to mental health in school/college for advice on case management.
- 3.5 Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help (targeted support) Teams.
- 3.6 Promote supportive engagement with parents and / or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- 3.7 The school recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see page 9 of Keeping Children Safe in Education, 2023 for the complete list. The list includes:

3.7.1 Children with Disabilities, Certain Health Conditions, Additional Needs or Special Educational Needs

Under the Equality Act, there is a duty to make reasonable adjustments for disabled children and young people.

The Trust recognises that, statistically, children who have additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. It is expected that all Trust and academy staff

who deal with children with complex and multiple disabilities and / or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

Where an academy has pupils who have emotional and behavioural difficulties and/or challenging behaviours. The Trust expects that leaders will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents / carers.

The Trust expects that as part of the PSHE curriculum staff will teach children and young people personal safety skills commensurate with their age, ability and needs. Children and young people will be taught how to recognise if they are feeling unsafe including within family relationships and friendships; and how to ask for help; understand the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how to recognise and manage risk including in a digital context. The content of lessons will be shared with parents / carers so that these skills can be supported at home.

The Trust expects that academies which have pupils who have communication difficulties are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the Trust expects that leaders will ensure additional training to staff in the use of Makaton, PECS or other communication systems and that supervision by senior managers will be vigilant to create a protective ethos around the child.

The Trust promotes high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

3.7.2 Young Carers

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

Academies will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

3.7.3 Children at Risk of Criminal Exploitation (CCE) and County Lines

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

The Trust expects all academies to consider whether children are at risk of abuse or exploitation in situations outside of their families. Academies will ensure they address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in their academy's policy if concerns of criminal exploitation arise.

3.7.3.1 As with CSE children are coerced to participate in illegal activities 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 Trust expects all academies to have a named Prevent Lead. In addition, the governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

3.7.3.2 CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late, and children who regularly miss school or education or do not take part in education
- The Trust recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and / or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

3.7.3.3 The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's Exploitation (CSE / Criminal Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.

3.7.3.4 County Lines

- County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line"
- Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money

- Children can be targeted and recruited into county lines in a number of locations including both primary and secondary schools.
- Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

The Designated Personnel in each academy will complete the Safeguarding Children's Partnership Boards Exploitation (CSE / Criminal / Gangs) Risk Assessment and Management tool if there is a concern that a young person may be at risk of criminal exploitation.

The Trust recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and / or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions – (see 3.6.5).

3.7.4 Modern slavery

Encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. We refer to the DfE guidance Modern slavery: how to identify and support victims for concerns of this nature. for concerns of this nature.

3.7.5 Children at Risk of Child Sexual Exploitation

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

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and / or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyber bullying and grooming.

Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not

recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Personnel will complete the Exploitation (CSE / Criminal / Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.

The Trust recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

The Trust works in partnership with Cambridgeshire Police and Cambridgeshire County Council / Peterborough City Council as well as other Local Authorities, to identify and provide appropriate support to pupils who have gone missing through the Operation Encompass scheme. Cambridgeshire's Education Safeguarding Team will share police information of missing child episodes with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

3.7.6 Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. The new Marriage and Civil Partnership (Minimum Age) Act 2023 bans marriage for 16 and 17-year-olds, who no longer will be allowed to marry or enter a civil partnership, even if they have parental consent, as the legal age of marriage rises to 18, even if violence, threats, or another form of coercion are not used. The Forced Marriage Unit has statutory guidance and Multi-agency guidelines and can be contacted for advice or more information.

3.7.7 Children Frequently Absent from Education

The Trust recognises that children who are absent from education, or who go missing from education, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The Trust expects the attendance lead of each academy to regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect, including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm;

The Trust expects each academy to monitor the attendance of individual pupils closely, as outlined in their Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavours to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and / or safeguarding concern.

When a child is missing from education, the Trust expects academies to follow the relevant local 'Missing Education' guidance. The school will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

3.7.8 Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the Trust expects each academy will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern.
- Where the child is perceived to be at risk of harm through any substance associated criminality.

3.7.9 Children Living with Substance Misusing Parents/Carers

Misuse of drugs and / or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents / carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- Disturbed moods as a result of withdrawal symptoms or dependency.
- Unsafe storage of drugs and/or alcohol or injecting equipment.
- Drugs and / or alcohol having an adverse impact on the growth and development of the unborn child.

3.7.10 Children Living with Domestic Abuse

The Domestic Abuse Act 2021 applies to those aged 16 or over. It introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

Academies will recognise that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

The Trust DSL's will follow the procedures outlined in the academy's policy if concerns of Domestic Abuse arise. The DSL will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

The Trust schools in Cambridgeshire will work in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home. This partnership is called Operation Encompass.

In addition, Cambridgeshire's Education Safeguarding team will share police information of all domestic incidents where police have been called with Cambridgeshire Designated Safeguarding Lead (DSL) / Domestic Abuse Lead (DAL) where a pupil has been present (having either witnessed or heard the incident). All notifications and information are stored confidentially in line with the school's safeguarding record keeping.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and

resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse – Notifications to Schools, School / Colleges and Early Years settings'.

3.7.11 Children at risk of 'Honour-Based' Abuse (HBA) including Female Genital Mutilation (FGM)

So called 'honour-based' abuse (HBA) encompasses incidents which have been committed to protect or defend the honour of the family and / or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The Trust takes these concerns seriously, and expects and will audit that staff in each academy are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

FGM is a procedure 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. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. The Trust expects and will audit that staff will report concerns to the DSL. The DSL will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. The Trust expects staff to consider and discuss any such case with the academy's DSL and involve social care as appropriate. The teacher will personally report to the police that an act of FGM appears to have been carried out.

3.7.12 Children who have returned home to their family from care

The Trust recognises that a previously looked after child potentially remains vulnerable and expects that academies will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the 'Safeguarding Childrens Partnership Board Inter-Agency Procedures.'

3.7.13 Children showing signs of Abuse and/or Neglect

The Trust recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

Academies should be aware that safeguarding incidents and / or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence

The Trust expects, and will audit, that leaders in each academy will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

3.7.14 Children at Risk of Radicalisation

The Trust recognises that children are susceptible to extremist ideology and radicalisation and that protecting children from this risk forms part each academy's safeguarding response.

The Trust safeguarding audit will check to ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty. All new staff are required to undertake online accredited training as part of the Trust's and the academy's safeguarding induction.

All Trust and academy staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015).

3.7.15 Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The Trust expects that each academy will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and will audit to ensure this is the case.

3.7.16 Children who have Family Members in Prison

The Trust is committed to ensuring that academies support children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The Trust recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance. The Trust will audit to establish that these pupils are well supported in each academy.

The Trust expects academies to treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The Trust expects each academy will work with the family, specialist organisations and the child to minimise the risk of the child not achieving their full potential.

4.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

4.1 The Trust will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education' (2023). This section should be read in conjunction with the Trust's Safer Recruitment Policy. The Trust expects and will audit that individual academies adhere to KSCIE Part three.

4.2 The Trust will ensure that at least one of the persons who conducts an interview for Trust personnel has completed safer recruitment training. The Trust expects all academies to adhere to the same requirements.

4.3 The Trust expects that the Principal will undertake 'random' checks of the Single Central Record (SCR) to ensure all requirements have been seen and logged and that any discrepancies can be explained.

Allegations that may meet the harms threshold (Part Four, Section One)

4.4 Any allegation of abuse made against a member of staff, supply staff, contractors or volunteer will be reported straight away to the Headteacher or Principal of an academy. Where an allegation is against a member of the Central Trust team, this will be reported to the CEO. In cases where the Headteacher or Principal is the subject of an allegation, it will be reported to the Trust CEO and Chair of the Trust. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Part four of 'Keeping Children Safe in Education' (2023). In cases where the allegation is made against the CEO, it will be reported to the Chair of the Board of Trustees.

4.5 The Trust will consult with the CEO and the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff (including supply staff and volunteers) and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', (2023) and the Trust's Personnel Manual.

4.6 The Trust CEO, Headteacher or Chair of Governors in discussion, will ensure that all allegations are reported to the LADO within one working day. The LADO, will advise on all further action to be taken.

Before contacting the LADO, the CEO or Chair of Trustees for Trust staff and the Headteacher or Chair of Governors for academies should conduct basic safeguarding enquiries, without asking leading questions, in line with local

procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. Schools and colleges will use the guidance chart found at Appendix C to support their decision-making

Where the school or college identify a child has been harmed or that there may be an immediate risk of harm to a child or if the situation is an emergency they should contact children's social care and as appropriate the police immediately.

School / College will consider:

Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.

Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

- 4.7 The Trust will ensure that any disciplinary proceedings against staff or volunteers or contractors relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.8 Staff and volunteers or contractors who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed essential to ensure that children are protected.
- 4.9 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

Concerns that do not meet the harms threshold (Part Four, Section Two)

- 4.10 Low level concerns that do not meet the harms threshold should be reported to the Headteacher / Principal. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.
- 4.11 In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. In cases where the CEO is the subject of an allegation, it will be reported to the Chair of the board of Trustees. The Trust will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2023.
- 4.12 The school / college will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
 - does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- 4.13 All low-level concerns should be recorded in writing, and all staff should be aware of the processes for reporting a concern. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.
- 4.14 Schools and colleges can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- 4.15 The Trust will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the Trust or the academies' (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the Trust and academies to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school/college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

The Trust will ensure that all staff, including supply staff, volunteers and contractors are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents / carers as advised within the Trust's Code of Conduct. As part of the Induction process, all staff, including supply staff, volunteers and contractors, will receive guidance about how to create appropriate professional boundaries (on and offline) with all children, especially those with a disability or who are vulnerable. Staff are encouraged 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.

- 4.15.1 All Trust staff have signed to confirm that they have read a copy of the Trust's Code of Conduct, 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022).
- 4.15.2 The Trust will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- 4.15.3 The Trust expects that academies will ensure that communication between pupils and adults, by whatever method, is transparent and takes place within clear and explicit professional boundaries and are open to scrutiny.

5.0 TRUST CHILD PROTECTION RESPONSIBILITIES.

5.1 Anglian Learning fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a Trustee for safeguarding and child protection who will take leadership responsibility for the Trust's safeguarding arrangements and practice and champion child protection undertaking monitoring as required in the LGB Handbook and other Trust guidance. This will normally be the Chair of the Education Committee.

The current Trustee responsible is Mrs Sue Speller.

- Ensure that safeguarding and child protection arrangements at each academy are audited annually with the involvement of academy leaders and Local Governing Bodies.
- Ensure an annual report on the outcomes of the audit of safeguarding in each academy is made to the Board of Trustees with plans for any weaknesses to be rectified without delay as well as the identification of strengths to improve safeguarding practice.
- Ensure that the Trust's Safeguarding and Child Protection policy is annually reviewed and updated and shared with designated staff so that it can be individualised for each academy.
- Provide support and guidance to Local Governing Bodies on the discharge of their safeguarding responsibilities. Ensure governors and trustees are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010 22, the Public Sector Equality Duty and the local multi-agency safeguarding arrangements
- Ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.

6.0 LOCAL GOVERNING BODY SAFEGUARDING RESPONSIBILITIES

Governing bodies should ensure they facilitate a whole school / college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

6.1 The Trust expects each Local Governing Body to fully recognise its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. Local Governing Bodies must ensure that the policies,

procedures and training in school are effective and comply with the law and government guidance at all times.

Local Governing Bodies will:

- Nominate a governor for safeguarding and child protection who will oversee the implementation of the academy's child protection policy and practice and champion child protection issues, undertaking monitoring as required in the Anglian Learning LGB handbook and the Anglian Learning Safeguarding Framework.
- Monitor the academy's compliance with statutory requirements and ensure that any weaknesses identified through Anglian Learning audits or peer reviews are rectified without delay;
- Ensure an annual report is made to the full Governing Body drawing on the Trust audit of safeguarding and child protection. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be published on the school website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.
- Ensure that they have due regard to their public sector equality duty to cover the 'protective characteristics' (Equality Act 2010) Ensure governors and trustees are aware of their obligations under the Human Rights Act 1998 21, the Public Sector Equality Duty and the local multi-agency safeguarding arrangements.
- Ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.

6.2 Use of school / college premises for non-school / college activities

6.2.1 if the Governing Body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply. Reference will be made to the DfE guidance Keeping children safe in out-of-school settings.

6.2.2 If an allegation is made relating to an incident that happened when an individual or organisation was using academy premises for non-school activities, we will follow the safeguarding policies and procedure as written in this policy.

6.2.3 Where services or activities are provided separately by another body, either on or off school site, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding

children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy was ratified on

and will be reviewed on

Signed by the Headteacher

Chair of Governors

Designated Safeguarding Lead.....
(if appropriate).

Appendix A

Four categories of abuse

Abuse a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical Abuse - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Neglect - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
Unloved
Inadequate
Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child Criminal Exploitation - Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and / or for the financial advantage or increased status of the perpetrator or facilitator and / or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Standards for Effective Safeguarding Practice in Academies

Child protection matters are receiving an increased priority in Ofsted inspections. The following standards may assist academies in evaluating their practice:

In best practice, academies:

1. Have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
2. Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
3. Work with parents / carers to build an understanding of the academy's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to other agencies as a constructive and helpful measure;

4. Are vigilant in cases of suspected child abuse, recognising the signs and indicators, have clear procedures whereby all staff report such cases to the designated person and are aware of local procedures so that information is passed on to the relevant professionals;
5. Monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences, and attending case conferences;
6. Provide and support child protection training regularly to the academy's staff every three years and to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
7. Contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
8. Use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own safety and understand the importance of helping others to stay safe;
9. Provide clear policy statements for parents / carers, staff and children and young people on this and on both positive behaviour policies and the academy's approach to bullying;
10. Have a clear understanding of the various types of bullying - physical, verbal, indirect, and cyber-bullying, - act promptly and firmly to combat it, making sure that pupils are aware of the academy's position on this issue and who they can contact for support;
11. Take particular care that pupils with SEND, who may be especially vulnerable to abuse, are supported effectively. Particular attention should be paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills, e.g., Makaton or PECS;
12. Have clear guidance about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in the DfES (now DfE) document Safeguarding Children and Safer Recruitment in Education;
13. Have a whole academy Safeguarding and Child Protection policy, which is regularly reviewed and made available to all academy staff;

Appendix B

Useful Contacts

Useful Contacts - Cambridgeshire

Cambridgeshire and Peterborough Safeguarding Children Partnership Board –
Safeguarding Multi-Agency Procedures

Education Safeguarding Team ecps.general@cambridgeshire.gov.uk

Police Child Abuse Investigation Unit Tel: 101

Useful Contacts - Cambridgeshire

Education Safeguarding Manager – Sara Rogers
sara.rogers@cambridgeshire.gov.uk

Early Help Hub (EHH) - Targeted Support Service Tel: 01480 376666

Customer Service Centre – social care referrals Tel: 0345 045 5203

Emergency Duty Team (out of hours) Tel: 01733 234724

Local Authority Designated Officer (LADO) lado@cambridgeshire.gov.uk

Tel: 01223 727967

Senior Leadership Adviser – Phil Nash Tel: 01223 699448

Prevent Officers
prevent@cambs.police.uk Tel: 01480 422596

Relevant Documents

“Keeping Children Safe in Education: Statutory guidance for school and colleges”
(September 2023)

“Keeping children safe during community activities, after academy clubs and tuition:
non – statutory guidance for providers running out of school settings” April 2022

“Guidance for Safer Working Practice for those working with children and young
people in education settings” (February 2022)

“Information sharing: Advice for practitioners providing safeguarding services to
children, young people, parents and carers” (July 2018)

“Meeting digital and technology standards in schools and colleges, filtering and
monitoring standards for schools and colleges” March 2023

“The Prevent Duty, Departmental advice for schools and childcare providers” (June
2015)

“The Prevent Duty: safeguarding learners vulnerable to radicalisation (October 2022)

“Sharing nudes and semi-nudes: advice for education settings working with children
and young people” (UKCIS, December 2020)

“Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS) – (December 2020)

“Sexual violence and sexual harassment between children in schools and colleges” (September 2021)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March 2015)

“When to Call the Police: guidance for schools and colleges,” (National Police Chief Council)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)

Appendix C Dealing with Allegations or Concerns about an Adult working with Children.

Allegation or concern raised with Head Teacher about a member of staff or adult

Does it meet the harm threshold? The harm threshold is met where it is alleged that an adult working (or volunteering) in the school has:

- *behaved in a way that has harmed a child, or may have harmed a child and / or*
- *possibly committed a criminal offence against or related to a child and / or*
- *behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and / or*
- *behaved or may have behaved in a way that indicates they may not be suitable to work with children (see KCSIE Part 4)*

You may wish to consider the questions in Box A below to help you decide the answer to this question.

YES

Yes – if it is about the CEO, contact the Chair of the board of the Trustees

NOT SURE

NO

Contact Anglian Learning Central team – Director of People, or Director of Inclusion and then discussion with CCC LADO on 01223 727967 or via LADO@cambridgeshire.gov.uk

This is a Low Level Concern. Consider carefully what action to take in response, taking advice from Anglian Learning Central Team as appropriate. Keep a record in a secure central file. An example form for this purpose is available in the Low Level Concern policy

The LADO will ask for specific information about the issue and confirm whether or not it meets the harm threshold. If it does, they will begin a formal process to manage the allegation. If it doesn't meet the threshold then they will record the information and advise you to treat the issue as a Low Level Concern. You will need to inform the staff member that LADO hold information on them.

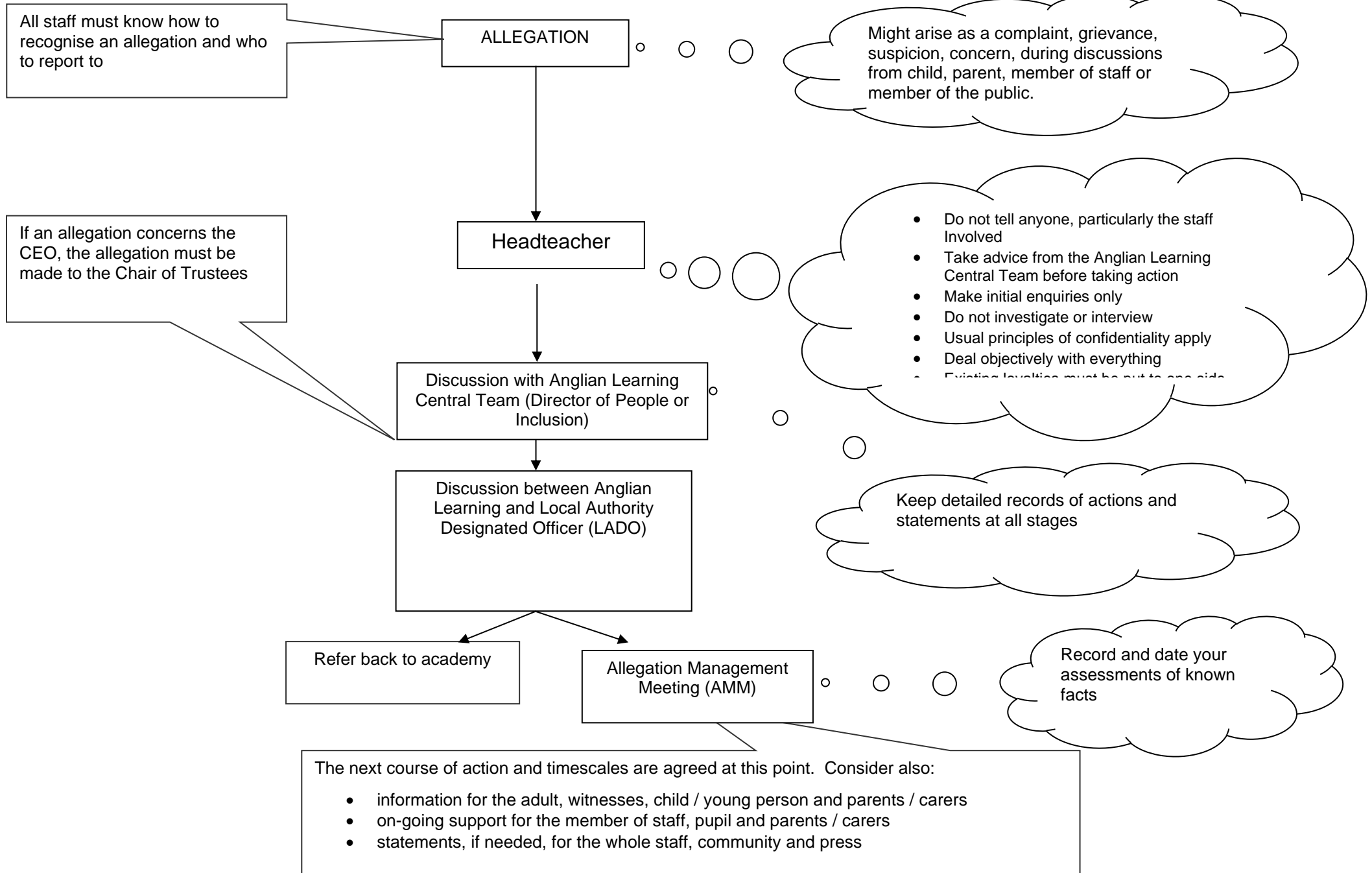
If you need **further advice** on any aspect of this then please contact
Caroline Newman, Director of People or Camilla Saunders, Director of Inclusion – Anglian Learning

Box A:

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in school or out of school?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

Managing an Allegation Against a Member of Staff in your Establishment

Appendix C



Appendix D: Addendum. Child on child abuse and Sexual Violence and Harassment 2023

1. Aims

All Anglian Learning academies will adopt a whole academy or college approach to safeguarding and child protection and will promote the principle within all settings that child on child abuse, sexual harassment and sexual violence is not acceptable and will not be tolerated.

This will involve everyone in the Trust and its academies, including Trustees, the LGB and all staff, children and young people and their parents or carers. All parties will understand that child on child abuse, sexual violence or sexual harassment will not be passed off as 'banter,' 'part of growing up' or 'having a laugh' and staff will be expected and supported to challenge and report all incidents of concern, however minor they may seem.

Safeguarding procedures with regard to child-on-child abuse, sexual violence and sexual harassment will be transparent, clear, and easy to understand for staff, pupils, parents, and carers. Academy websites and information sharing will make clear to pupils and their families the procedures they can follow if they have concerns or wish to make a disclosure follow.

All allegations and disclosures will be taken seriously and managed without judgement.

All academy leaders, when faced with a report of child-on-child abuse, sexual violence and/or sexual harassment will give immediate consideration as to how best to support and protect the victim and the alleged perpetrator through in-academy provision whilst simultaneously engaging and working with external agencies.

The Relationships Education curriculum in primary academies and the Sex and Relationships curriculum in secondary academies must build a coherent understanding of the nature of healthy relationships and support all pupils to manage their relationships well. Pupils will be taught how to respond to inappropriate and unhealthy attitudes expressed towards them and will learn the sources of support they can access when any associated problems arise.

2. Action following a report of child on child abuse or sexual violence and/or sexual harassment.

All academies will carefully consider any report of child on child abuse, sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the academy's initial response. Where there are concerns that need support, advice, or review beyond academy level the DSL should contact a peer DSL or the relevant Trust Director.

2.1. Important considerations must include:

the ages of the children / young people involved related to the following:

- the developmental stages of the children involved (Child Sexual Behaviour Tool);
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- any power imbalance between those involved. For example, is the alleged perpetrator significantly older, more mature, or more confident;
- whether the victim has a disability or learning difficulty;
- if the alleged incident is a one-off or constitutes a sustained pattern of behaviour;
- if there are ongoing risks to the victim, other children, adult students or academy or college staff;
- what support the parents, carers and families of alleged victims and perpetrators may need and are entitled to;
- any other related issues and wider context.

3. Responses to disclosures of child-on-child abuse, sexual violence, and sexual harassment:

Disclosures of child-on-child abuse, sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Trust academies will prepare for potential disclosures by implementing approaches that include:

- staff and governor training ensuring their academy's approach to managing child on child abuse or sexual harassment and sexual violence is fully understood as is the difference between them;
- pupils learning appropriate attitudes and behaviours through staff modelling, through the RSE curriculum and throughout various aspects of the broader curriculum;
- the academy making clear to pupils and parents the contacts and process for reporting any concerns;
- all staff being trained to manage reports of child-on-child abuse or sexual violence and harassment in accordance with each academy's safeguarding policies and procedures. This training evidenced and recorded;
- effective links between this policy guidance and any other policies that establish the foundation for a calm, considered and appropriate response to any reports of sexual harassment or sexual violence. Including the academy's behaviour, RSE and anti-bullying policies;
- ensuring that allegations will be reported to and overseen by the Designated Safeguarding Lead (or deputy). Appropriate members of the senior leadership team being made aware of how they can best support the DSL and safeguarding team in the event of an investigation of this nature.

3.1 Response to any report from a child or young person will ensure:

- victims are reassured that they are being taken seriously and that they will be supported and kept safe with immediate effect;
- victims will never be given the impression that they are creating a problem by reporting child on child abuse or sexual violence or sexual harassment;
- victims will never be made to feel ashamed for making a report;
- victims will be informed of all decisions about the next steps and any potential agency involvement;
- alleged perpetrators of sexual harassment and/or sexual violence are kept separate from the victim and are not judged;
- parents and carers of victims and perpetrators are contacted and informed of any allegations in accordance with statutory guidance;
- where a crime of potential crime is disclosed, it is reported to the Police and/or other relevant body as required by law or DfE guidance.

4. Responsibilities - all academy staff must:

- understand they cannot promise confidentiality at any stage of the management process, especially in the initial stage. (It is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care representative) to discuss the next steps to be taken);
- ensure that the victim understands what the next steps will be and who the information shared will be passed to;
- set clear boundaries, recognising that a child or young person is likely to disclose to someone they trust. This could be any member of the academy or college staff. Staff will always listen carefully, be supportive and respectful of the child or young person whether they are the victim of the alleged perpetrator;
- not ask leading questions and only prompt the child where necessary with open questions – *where, when, what*;
- devote their full attention to the child, recognising that it may be appropriate to make notes during the disclosure/discussion without appearing distracted. (especially if a second member of staff is present);
- only share the information and report with those people who are necessary in order to progress it.

5. Recording disclosures

Staff will only record the facts as the child or young person presents them. Any records must not reflect the personal opinion of the note taker. All academy Designated Safeguarding Leads (and deputies) must be aware that notes of such reports could become part of a statutory assessment by children's social care and / or part of a criminal investigation and should only be factual, concise and without bias. All interview notes should be signed by all those present to ensure that they are agreed as an accurate representation of the meeting.

Staff must consider the best way to make a record of the disclosure. In immediate instances, best practice is to wait until the end of a discussion and immediately

write up a thorough summary and upload to My Concern or write directly onto the pupil profile on My Concern (this should include both victim and perpetrator).

Staff must ensure that if procedures require that they formally interview a child that this is only done with another member of staff present (ideally one person will be the note taker and the other the interviewer). These two colleagues should meet before the interview to pre-plan questions to ensure that they are not leading and are sensitive. Children and young people should have the option for a parent/carer to be present.

5.1 Managing reports.

Designated Safeguarding Leads and Deputies will be aware that they can access detailed definitions on what constitutes sexual violence and harassment and advice to support their decision making from Keeping Children Safe in Education 2023.

6. Online sexual harassment and/or sexual violence:

Where the disclosure and / or reporting includes an online element, all leaders will follow their individual academy policies of searching, screening, and confiscation. They will, as necessary, consult searching, screening and confiscation at academy and follow the advice of UKCCIS sexting advice for schools and colleges. Staff must not view or forward illegal images of a child.

In reporting disclosures of online sexual harassment staff must:

- wherever possible manage reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy with one taking notes of the meeting)
- inform the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report

The above will allow for all academies to make decisions on a case-by-case basis, with the designated safeguarding lead (or deputy) taking a leading role and using their professional judgement, supported by wider agencies, such as children's social care and the police as required.

7. Risk assessments.

When there has been a report of sexual violence, the Designated Safeguarding Lead (or a deputy) will make an immediate risk and needs assessment using the [Cambridgeshire and Peterborough Sexual Behaviour Assessment Tool](#). Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk assessment is not intended to replace any detailed assessments of expert professionals. Any such professional assessments should be used to inform the academy's approach to supporting and protecting their pupils and students and updating their own risk assessment.

Risk assessments must be recorded using MyConcern. They must be added to the victim's and alleged perpetrator's files and should be kept under review. All updates will be uploaded to the individual's files. At all times, the academy should be actively considering the risks posed to all their pupils and students and ensure adequate measures are in place to protect them and keep them safe.

7.1 The risk and needs assessment must consider.

- the victim, especially their protection, support and wishes
- the alleged perpetrator and their protection and support
- all other children and young people (and, if appropriate, adult students and staff) at the academy especially any actions that are appropriate to protect them.
- if the alleged perpetrator attends any outside clubs where they could be perceived to be a risk. DSLs should share information on a need-to-know basis with safeguarding representatives of such clubs/teams etc.

Where the victim and alleged perpetrator are in the same year group elements in the risk assessment may include:

- moving the alleged perpetrator to different classes
- informing staff without disclosing details that the children/young people are to be kept separate
- sharing with staff relevant aspects of the risk assessment that will support keeping the victim and perpetrator safe
- ensure the victim and perpetrator know who their 'go to person' in the academy is
- allocate a safe space for the victim and the perpetrator to use as necessary
- allow time and allocate a discreet place for other agencies to visit the victim and the perpetrator in the academy
- consider transitions in corridors
- consider changing facilities
- consider unstructured times such as breaks and lunchtimes
- consider times of arriving at and leaving academy or college sites (are the victim and alleged perpetrator on the same bus, using the same cycle/pedestrian route?)
- consider the potential 'ripple effect' across the year and peer groups and any potential risk in this. For example- the victim's or alleged perpetrator's peers taking actions against either the alleged victim and/or perpetrator.

These considerations are in the best interests of both the victim and alleged perpetrator.

They are not an assumption of guilt by the academy.

The designated safeguarding lead (or a deputy) must ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and / or sexual violence specialists will be required.