



Samuel
Barlow
Primary Academy

Safeguarding & Child Protection Policy Appendix September 2021

Office use

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| Published: September 2021 | Next review: September 2022 | Statutory/non: Statutory | Lead: Principal and Designated Safeguarding Lead |
| Associated Trust documents: | | | |
| Mental Health and Wellbeing Policy | https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2019/05/Mental-Health-and-Wellbeing-Principles.pdf | | |
| DAT Safeguarding and Child Protection Policy | https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/10/Safeguarding-and-Child-Protection.pdf | | |

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|---|---|
| DAT Safeguarding and Child Protection COVID-19 appendix | https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2020/03/Safeguarding-and-Child-Protection_Covid-19-Appendix.pdf |
| Links to national and local guidance: | |
| https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999348/Keeping_children_safe_in_education_2021.pdf https://www.gov.uk/government/publications/working-together-to-safeguard-children--2 https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf https://nscp.nottinghamshire.gov.uk/media/41zevnb3/green-card-indicators-of-possible-child-abuse.pdf?allid=425588 https://www.nottinghamshire.gov.uk/media/129861/pathwaytoprovisionhandbook.pdf | |

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Aim of policy and opening statement

To achieve and maintain outstanding safeguarding practice Samuel Barlow Primary Academy is committed to pupil well-being through:

Communicating our vision:

To inspire. To raise aspiration. To create brighter tomorrows.

Articulating our values:

We empower. We respect. We care.

Adhering to our standards:

We are responsible. We are respectful. We are caring. We strive to succeed.

Our safeguarding team:

| | |
|---------------|--|
| Sarah Kahler | Principal & DSL |
| Hannah Crosby | Family Support Advisor / Mental Health & Wellbeing Lead & DDSL |
| Louise Shiel | SENCO / Designated Teacher / Class Teacher & DDSL |
| Joanna Crook | Class Teacher / Online Safety Lead & DDSL |

The aim of the policy is to ensure that all procedures are understood and can be acted on appropriately such that children are safeguarded, and their well-being is promoted.

The policy applies to all adults who work with or on behalf of children within our academy. All adults within the academy have a duty to uphold the standards set out in this policy.

The term 'children' applies to everyone under the age of 18.

The terms 'pupils or students' apply to children or young people attending our academy.

Our Safeguarding and Child Protection Policy Appendix should be read in conjunction with Diverse Academies Safeguarding and Child Protection Policy, the contents of which we adhere to: <https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/10/Safeguarding-and-Child-Protection.pdf>

1 Elements of the safeguarding policy

Samuel Barlow Primary Academy takes its safeguarding and child protection duties very seriously. We deem it to be everyone's responsibility to ensure the safety and welfare of all of our children, and underpinning this is our "it could happen here" approach.

At the heart of our safeguarding approach are the following key principles:

- Prevention – through creating and maintaining a climate of openness and trust for our children and staff
- Education – teaching our children about how to keep themselves safe, respect themselves and others and form positive relationships
- Protection – through clear, unambiguous procedures and training
- Support – for all those who might have or have been subject to abuse
- Close, robust working with parents and other agencies

Put simply, safeguarding is everyone's duty and responsibility.

We adopt an open and accepting attitude towards children as part of our pastoral care responsibility. We hope that children and parents will feel able to talk openly about any concerns and see that we are a safe place when there are difficulties. Children's worries and fears will be taken seriously and appropriate support put in place.

We follow Nottinghamshire Safeguarding Children Partnership's Pathway to Provision to assess level of need and secure the most effective support for our families. A copy of the Pathway can be found here: <https://www.nottinghamshire.gov.uk/media/129861/pathwaytoprovisionhandbook.pdf>

2 Protocols when a disclosure is made

At Samuel Barlow, we encourage all staff to be curious about our children and notify the DSL / DDSLs of any observations, changes or concerns.

Children are able to identify at least one key adult within the academy with whom they have a strong and positive relationship.

Beyond observational safeguarding our staff are aware of the protocols in place if a direct disclosure is made to them. We follow the **RECEIVE – REASSURE – REACT – RECORD** process:

RECEIVE

1. Speak to the child in a quiet place straight away, even if this involves requesting emergency cover – our staff are aware that safeguarding takes priority over all else. Do not show shock or disbelief.
2. Request support from our DSL, or if this is not practical ask someone to alert the DSL immediately.
3. Record the evidence given by the child in writing/hard copy initially if able and does not interfere with the disclosure.
4. Believe the child and take the disclosure seriously.
5. Do not ask leading questions

REASSURE

6. Never promise confidentiality – we have a duty to report – but we will reassure the child that they did nothing wrong and we take what has been said very seriously. Tell the child we will need to tell some people, but only those whose job it is to protect children.
7. Acknowledge how difficult it must have been to talk.

REACT

8. Do not add own assumptions or interpretations. Listen carefully and patiently. Communicate with the child in a way that is appropriate to their age, understanding and preference.
8. Stay with the child until support arrives.
9. If the disclosure relates to inappropriate imagery (on-line, on a phone, sexting) do not view, download, or share the imagery. Do not ask the student to delete it. Report it to the DSL who will make appropriate arrangements for this to be dealt with.

RECORD

10. Record the disclosure on My Concern – where possible staff will use direct speech from the child. The report will be factual and accurate. Any original notes will be saved to the My Concern record.
11. Do not discuss the disclosure with anyone beyond the DSL / DDSL.
12. Do not contact anyone else other than the DSL (or professionals listed below if making the report yourself) about the disclosure – this includes parent/carers. The DSL/professionals will make these arrangements as appropriate.
13. Speak to the DSL (if the DSL did not arrive at point 2).

Our academy uses My Concern to record safeguarding, child protection and welfare concerns..

Reporting a disclosure:

Once a disclosure is reported to DSL / DDSL they will then determine whether the matter should be referred to MASH (Multi Agency Safeguarding Hub), LADO (Local Authority Designated Officer) or the police. This will depend on the nature of the disclosure. There is always a member of our safeguarding staff on site at all times, however, our staff are aware that if they cannot contact the safeguarding team they can refer the matter to our safeguarding partners themselves.

| | |
|---|--|
| Concern about the child's circumstances, activity or well-being as listed in areas of concern (except FGM) | Contact MASH on phone 0300 500 80 90 or if a non-urgent enquiry report online https://www.nottinghamshire.gov.uk/care/safeguarding/childrens-mash/report-a-new-concern-about-a-child |
| Concern that the abuse has been carried out by a professional (teacher, academy/trust staff, social worker, agency staff, volunteers working in a professional capacity) | Default is to adhere to our Diverse Academies whistleblowing protocol. Contact LADO: Phone 0115 8041272 and ask for Eva Callaghan (LADO) or one of her team. You will be advised whether you need to contact the police directly. |
| Concern specifically about FGM (Female Genital Mutilation) | Report directly to the police – 999 if imminent risk or danger. 101 otherwise. |

3 Whistleblowing

NB: the whistleblowing set out in this policy relates specifically to safeguarding whistleblowing.

| Who is of concern | Report to and acted upon by... |
|---|--|
| Any member of staff employed by, or working in a voluntary capacity (including governors) with, the Trust | DSL and Principal |
| DSL | Principal |
| Principal | Executive Principal |
| Executive Principal/Executive Leader | Chief Education Officers/Chief Operating officer |
| Chief Education Officers/Chief Operating officer | Chief Executive Officer |
| Chief Executive Officer | Designated MAT Trustee for Safeguarding (Margaret Blore: mblore@dalpgov-ac.org.uk) |

Safeguarding concerns against a member of Samuel Barlow Primary Academy staff may be raised verbally or in writing, but it is preferable for an allegation to be set out in writing to the correct person in the reporting hierarchy above. A disclosure may also be made by phone, again to the correct person named above. It is important, however, that when the concern is raised, you make it clear that the issue is being raised under the Safeguarding policy and why you feel this is in the public interest.

If you wish to raise the safeguarding concern confidentially, this must be made clear to the designated person who is initially contacted.

If you have raised the issue verbally then you may be asked to put your safeguarding concerns into writing at a later stage.

The safeguarding whistleblowing process follows the principles as set out in KCSIE part 4.

4 Training

All staff, Governors and volunteers complete safeguarding and child protection training as part of their induction. Where applicable to role, training will be given on the use of My Concern and personal log-in details will be made available.

All staff, Governors and volunteers must undertake mandatory training at least once every two years as organised by the DSL. Our safeguarding team complete a Level 3 training on safeguarding annually as well as attending Trust wide safeguarding strategy meetings every half term. Our safeguarding team provide fortnightly updates to staff throughout the academic year on key safeguarding information and changes they need to be aware of.

Within the academy, local policies are logged on My Concern and include confirmation of having read and understood KCSIE Part 1 and the above whistle-blowing protocols. Statutory training is also logged on our Single Central Register (SCR).

5 Key contacts

| Name | Role | Contact |
|----------------------|---|---|
| Margaret Blore | Designated MAT Trustee for Safeguarding | mblore@dalpgov-ac.org.uk |
| Patrick Knight | Strategic Development Leader - Safeguarding | pknight@dalp.org.uk |
| MASH Notts | Multi Agency Safeguarding Hub | mash.safeguarding@nottscs.qcsx.gov.uk 0300 500 80 90 |
| LADO (Eva Callaghan) | Local Authority Designated Office – allegations against professionals | 0115 8041272 |

6 Wider roles and responsibilities

Our Principal and Designated Safeguarding Leads:

- Follow the procedures set out by the Nottinghamshire Safeguarding Children Partnerships (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education.
- Follow the procedures set out in the National guidance, '[Working together to safeguard children](#)'
- Ensure that we have a nominated Governor for child protection and safeguarding – our Designated Governor is Mr Pete Edwards
- Ensure that we have a designated lead for Looked After (CLA) and Previously Looked After (PLAC) children – our Designated Teacher is Mrs Louise Shiel
- Ensure that every member of staff and the governors know the name of the designated safeguarding lead (and their deputies) responsible for child protection.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead or to children's social care/police if a child is in immediate danger.
- Communicate the need for accurate, objective reporting to all staff at the start of each academic year, and at appropriate times thereafter.
- Ensure all staff are aware of the process for making referrals to children's social care.
- Ensure all staff and volunteers are aware of the Early Help process.
- Ensure they are familiar with and refer to all sections of NSCP Pathway to Provision as and when applicable.
- Ensure that we maintain our access to the 'Mosaic' social care platform via Notts CC.
- Ensure that each child is designated a Level of Need in accordance with the NSCP Pathway to Provision and understand when referral along the pathway is appropriate for individual children and families.
- Ensure that there is a safeguarding whistleblowing culture where staff can raise concerns about unsafe practice and that these concerns are investigated.
- Ensure that parents understand the responsibility placed on our academy for child protection.
- Notify Children's Social Care if there is an unexplained absence of no more than two school days of a pupil who is subject to a child protection plan (CPP).
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.

- Refer cases where a person is dismissed or left due to risk/ harm to a child to the DBS.
- Liaise with the case manager and the Multi-Agency Safeguarding Hub (MASH) where there are concerns regarding peer-on-peer disclosures / child / family only disclosures.
- Be alert to the specific needs of children in need, those with educational needs and young carers.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with the latest version of 'Working Together to Safeguard Children'.
- Ensure that in exceptional circumstances, where the DSL / DDSL is not available, provision / staffing is in place so there is no delay in an academy undertaking appropriate action.
- Ensure that relevant child protection files are transferred to the child's new school or college should the child move on.
- Will be aware of the arrangements for Looked After Children (CLA) and Previously Looked after (PLAC), in accordance with the relevant section of the latest version of KCSIE.
- Keep electronic records in My Concern, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all safeguarding and child protection records are kept securely ONLY in My Concern; separate from the main pupil file.
- Ensure that we follow robust processes to respond when children are missing from education (CME) or missing from home or care.
- Liaise with the case manager and the Local Authority Designated Officer (LADO) where there are concerns about a staff member – adult on child disclosure.
- Follow Trust whistleblowing procedures where an allegation is made against a member of staff or volunteer – see Appendix 2 for protocol. Diverse Academies follow the guidance as laid out in Part 4 of KCSIE.
- Ensure Safer Recruitment practices are always followed – adhering to the guidance found in Part 3 of KCSIE.
- Apply the escalation protocol if there is any concern about the actions or inaction of social care staff or staff from other agencies.
- During term time, ensure availability (during Academy hours) of designated and appropriately trained staff.
- Ensure appropriate arrangements will be made for any out-of-hours contact including holiday times. *It is the expectation that during designated school holiday periods, the primary responsibility for safeguarding vulnerable children – those on CPP / CIN (Child in Need) – is assumed by the respective Social Worker and Local Authority. Designated*

Safeguarding Leads should leave contact details with these agencies at these times in case of emergencies

Our Local Academy Committee and Trustees:

- Assess the impact of this policy in keeping children safe.
- Appoint a nominated governor to liaise with the respective academy Principal and Designated Safeguarding Lead (DSL) on Safeguarding issues.
- Receive regular reports from the Principal (LAC) and the Trust Strategic Lead (Trustees) about the effectiveness of safeguarding and child protection in the setting or across the MAT.
- Ensure the complaints system is in place for children and families.
- Review and annually approve the safeguarding policy, ensuring it complies with all law, regulation, and good practice.

It was agreed by the Chair of Governors, Executive Principal and Principal in Autumn Term 2021 that: -

No child below Year 5 is allowed to walk home alone without specific permission from the Academy Principal and if necessary approval from the governors. Signed permission must be provided for all children in Years 5 and 6 to say that the person with Parental Responsibility allows their child to walk home alone.

No child may be collected by any person under the age of 16 without specific permission from the Academy principal and if necessary approval from the governors.

7 Supporting children, including those who are vulnerable

At Samuel Barlow Primary Academy, we recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. Their behaviour may be challenging and defiant or they may be withdrawn. Decisions about high-level punishments and exclusions *must* acknowledge and consider the child's individual circumstances.

We also recognise that there are children who are more vulnerable than others, which includes children with special educational needs and or disabilities.

Our academy endeavours to support children through:

- The PD curriculum, to encourage resilience, positive mental health, self-esteem, and self-motivation, including how to stay safe online.

- A positive, supportive, and secure environment, which gives all children and adults a sense of being respected and valued.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the NSCP Pathway to Provision), behaviour and attendance service and education psychology service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF).
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interest to do so.
- The development and support of a responsible and knowledgeable staff trained to respond appropriately in Safeguarding situations.
- The work of the academy Inclusion process.
- Support from a designated mental health first aider.
- Support from a Family Support Advisor.
- Support from the academy ELSA Team / Mental Health Lead.
- Ensuring that where a child leaves and is subject to a child protection plan or where there have been wider safeguarding concerns, their information is transferred to the new Trust / school / academy immediately and that the child's social worker is informed – in accordance with the latest Diverse Academies Transition Policy.

Supporting Children with Disabilities:

- The available UK evidence on the extent of abuse among disabled children, suggests that some may be especially vulnerable to abuse; for example, those who have difficulty communicating (delayed / impaired Speech & Language Development, Asperger's, Autism Spectrum Disorder).

[Children with disabilities and learning difficulties are particularly vulnerable to abuse](#) because:

- They may not be able to articulate their worries.
- They may not recognise that what is happening is inappropriate.
- They are dependent on individuals for intimate care.

Our staff are aware, through their training, of the additional risks to our students with disabilities and will report any worries or concerns to the DSL team.

Mental health and safeguarding:

In response to the links provided in the [updated guidance in Part 1 of KCSIE](#); our academy is committed to providing extra resources in the safeguarding of children displaying mental health conditions. Our Mental Health & Wellbeing Principles Appendix details our current mental health

offer and can be found here: <https://www.samuelbarlowprimary-ac.org.uk/wp-content/uploads/sites/18/2021/03/Mental-Health-and-Wellbeing-Principals-academy-appendix.pdf>

Review of policy

Our safeguarding and child protection policy appendix will be reviewed annually in the Autumn Term in line with Diverse Academies review of the Trust policy.

APPENDIX A: RELEVANT GUIDANCE

General guidance:

1. Keeping children safe in education Part 1 – Revised Statutory guidance for academies and colleges (DfE -September 2021)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
2. Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018) <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
3. Prevent duty guidance for England and Wales (HM government April 2021)
<https://www.gov.uk/government/publications/prevent-duty-guidance>
4. Sharing nudes and semi-nudes: advice for education settings
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
5. Searching, screening and confiscation at school
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Legislation and guidance:

1. Working together to safeguard children (HM Government July 2018)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
2. Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents, and carers (HM Government July 2018)
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
3. Children and Social Work Act (2017)
<https://www.socialworkengland.org.uk/about/what-we-do/publications/children-and-social-work-act-2017/>

4. Inspecting safeguarding in early years, education, and skills settings (Ofsted, September 2019)
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>
5. Safeguarding Concerns: guidance for inspectors: concern (Ofsted, March 2018)
<https://www.gov.uk/government/publications/ofsted-safeguarding-policy/safeguarding-concerns-guidance-for-inspectors>
6. Disqualification under the Childcare Act 2006 (Updated August 2018). Statutory guidance for local authorities, maintained Academies, independent Academies, academies, and free Academies (DfE August 2018)
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
7. Child abuse concerns: advice for practitioners (DfE, March 2015)
8. NSCP – Pathway to Provision – version 9 (Nottinghamshire County Council 2021)
<https://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-children-and-families-alliance/pathway-to-provision>
9. Prevent and Channel
<https://www.gov.uk/government/publications/prevent-duty-guidance>

<https://www.gov.uk/government/case-studies/the-channel-programme>

APPENDIX B: SAFEGUARDING KEY DEFINITIONS AND LINKS

| Issue | Definition and explanation |
|---------------------------|--|
| Peer-on-peer abuse | <p>Staff should be aware of the signs of peer-on-peer abuse</p> <p>This is most likely to include, but may not be limited to:</p> <ul style="list-style-type: none"> ● Bullying (including cyberbullying). ● Physical abuse such as hitting, biting, kicking, shaking, hair-pulling, or causing physical harm. ● Sexual violence, such as rape, assault by penetration, and sexual assault. ● Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse. ● Up skirting, which is a form of abuse that has been high on school and court agendas for several years and is a criminal offence under the Voyeurism (Offences) Act 2019. Up skirting occurs when someone takes a picture under a person’s clothing, with or without underwear, without them knowing or without permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress, or alarm. It is a common aspect of peer-on-peer abuse and can happen to any gender. ● Sexting (also known as youth produced sexual imagery). ● Initiation/hazing type violence and rituals. |

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| Links to wider reading and websites: |
| KCSIE section 4 and ' Sexual violence and sexual harassment between children in schools and colleges ' Further information is available at: https://www.nspcc.org.uk/what-is-child-abuse/ |
| Links to our training modules: |
| https://thenationalcollege.co.uk/hub/view/course/sexual-violence-and-sexual-harassment |
| https://thenationalcollege.co.uk/hub/view/webinar/ofsted-sexual-abuse-in-schools |
| https://thenationalcollege.co.uk/hub/view/webinar/understanding-the-new-dfe-guidance-on-sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges-2021 |
| https://thenationalcollege.co.uk/hub/view/webinar/peer-on-peer-sexual-abuse-an-expert-review-of-dfe-statutory-safeguarding-guidance |

For a complete overview of actions and strategies regarding how we handle peer-on-peer sexual abuse allegations see Appendix C.

| Issue | Definition and explanation |
|----------------------------------|--|
| Child Sexual Exploitation | <p>Child sexual exploitation is a form of child sexual abuse. It occurs when 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:</p> <p>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.</p> <p>The victim may have been sexually exploited even if the activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.</p> <p>These indicators are not exhaustive or definitive, but they highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.</p> <p>Signs include:</p> <ul style="list-style-type: none"> ● Underage sexual activity. ● Inappropriate sexual or sexualised behaviour. ● Sexually risky behaviour, 'swapping' sex. ● Repeat sexually transmitted infections. ● In girls, repeat pregnancy, abortions, and miscarriage. ● Receiving unexplained gifts or gifts from unknown sources. ● Having multiple mobile phones and worrying about losing contact via mobile. ● Having unaffordable new things (clothes, a mobile phone, etc.) or expensive habits (alcohol, drugs, etc.). ● Changes in the way they dress. ● Going to hotels or other unusual locations to meet friends. ● Seen at known places of concern (e.g. brothels). ● Moving around the country, appearing in new towns or cities, not knowing where they are. ● Getting in/out of different cars driven by unknown adults. ● Having older boyfriends or girlfriends. |

- Contact with known perpetrators.
- Involved in abusive relationships, intimidated, and fearful of certain people or situations.
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- Associating with other young people involved in sexual exploitation.
- Recruiting other young people to exploitative situations.
- Truancy, exclusion, disengagement with school, opting out of education altogether.
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual, etc.).
- Mood swings, volatile behaviour, emotional distress.
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- Drug or alcohol misuse.
- Getting involved in crime.
- Police involvement, police records.
- Involved in gangs, gang fights, gang membership.
- Injuries from physical assault, physical restraint, sexual assault.

Links to wider reading and websites:

[Child Sexual Exploitation & How to Keep Your Child Safe | NSPCC](#)

Links to our training modules:

<https://thenationalcollege.co.uk/hub/view/course/sexual-exploitation>

| Issue | Definition and explanation |
|------------------------------------|--|
| Child Criminal Exploitation | <p>A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate, or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.</p> <p>The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.</p> <p>The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.</p> <p>How do you know if County Lines drug dealing is happening in your area? Some signs to look out for include:</p> <ul style="list-style-type: none"> ● An increase in visitors and cars to a house or flat. ● New faces appearing at the house or flat. ● New and regularly changing residents (e.g., different accents compared to local accent). ● Change in resident's mood and/or demeanour (e.g., secretive/ withdrawn/ aggressive/ emotional). ● Substance misuse and/or drug paraphernalia. ● Changes in the way young people you might know dress. ● Unexplained, sometimes unaffordable new things (e.g., clothes, jewellery, cars etc). ● Residents or young people you know going missing, potentially for long periods of time. |

- Young people seen in different cars/taxis driven by unknown adults.
- Young people seeming unfamiliar with your community or where they are.
- Truancy, exclusion, and disengagement from school.
- An increase in anti-social behaviour in the community.
- Unexplained injuries.

Wider signs of CCE may include:

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

These could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Links to wider reading and websites:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

<https://thenationalcollege.co.uk/hub/view/webinar/sgw-county-lines-guidance-for-school-leaders-to-prevent-criminal-exploitation-of-children-and-vulnerable-adults>

Links to our training modules:

<https://thenationalcollege.co.uk/hub/view/course/sexual-exploitation>

<https://thenationalcollege.co.uk/hub/view/course/essential-cpd-county-lines>

| Issue | Definition and explanation |
|--------------------------------------|--|
| Children Missing in Education | <p>All pupils, regardless of their circumstances or background, are entitled to full-time education that is suitable to their age, ability, aptitude, and any special educational needs and disabilities.</p> <p>Our academies take a range of actions to tackle Persistent Absentees and complete official reports on children who are persistently absent from school. Further details are available in the Trust attendance policy.</p> <p>Diverse Academies recognise that some children seeking leave of absence are vulnerable to risk of abuse, neglect, or who in rare cases, may be travelling to conflict zones, or at risk of FGM or forced marriage. Attendance staff are trained to look out for these triggers and our academies work in partnership with the respective Local Authority to ensure localised risks are particularly taken note of and shared with all staff.</p> <p>The DSL will, as soon as a concern is established, alert the Local Authority. Unless circumstances indicate that a pupil is at risk and immediate action is necessary, the Local Authority will be informed of every pupil who has a continuous period of unexplained absence of three days or more.</p> <p><i>No pupil will be removed from an academy roll until all safeguarding checks have been completed or the whereabouts of a pupil have been established and the removal from roll has been authorised by the Local Authority.</i></p> <p>All staff should be aware that children who go missing from education, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities.</p> <p>This may include:</p> <ul style="list-style-type: none"> • abuse and neglect, which may include sexual abuse or exploitation. • child criminal exploitation including involvement in county lines. • mental health problems • risk of substance abuse • risk of travelling to conflict zones. |

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| | <ul style="list-style-type: none"> • risk of female genital mutilation • risk of forced marriage. <p>Early intervention is necessary to identify the existence of any underlying safeguarding risks and to prevent the risks of a child going missing in future.</p> <p>The safeguarding and the attendance team must be aware of unauthorised absence and children missing from education procedures, which are set out in the guidance below.</p> <p>Diverse Academies adheres to the Nottinghamshire CC guidance below:</p> <p>www.nottinghamshire.gov.uk/media/113023/school-attendance-flow-chart-april-2016.pdf</p> |
| Links to wider reading and websites: | |
| https://www.gov.uk/government/publications/children-missing-education | |
| Links to our training modules: | |
| | |

| Issue | Definition and explanation |
|---|---|
| Sexting (nude image sharing) – sharing of sexual messages or naked /semi-naked images: | <p>Diverse Academies will work with our partner National Online Safety on resourcing and advising Designated Safeguarding Leads and parents in this complex and fast-changing area.</p> <p>If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.</p> <p>You must not:</p> <ul style="list-style-type: none"> • View, download, or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL. • Delete the imagery or ask the pupil to delete it. • Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility). • Share information about the incident with other members of staff, the pupil(s) it involves, or their, or other, parents and/or carers. • Say or do anything to blame or shame any young people involved. <p>You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.</p> <p>The following information will be considered when deciding on a course of action:</p> <ul style="list-style-type: none"> • Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery? • Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery? • Are there any adults involved in the sharing of the imagery? • What is the impact on the children involved? • Do the children involved have additional vulnerabilities? • Does the child understand consent? • Has the child taken part in this kind of activity before? Professional judgement will always be applied. |

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| | <ul style="list-style-type: none"> • We will NOT copy, print, or share the image as this is illegal. • If a viewing is conducted, it will be with another member of safeguarding staff or senior leadership team. <p>Where it is necessary to involve the police and it is appropriate to do so, we are authorised to seize any device (Education Act 2011) and pass it the police.</p> <p>CSC (Children’s Social Care) will be involved where are concerns which meet the threshold or if we know they are already involved with a child.</p> |
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Links to wider reading and websites:

Please refer to the Diverse academies [Online Safety Policy](#) for further information.

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

1Staff and parents should access the document Keeping Children Safe in Education - section 1 for definitions of abuse and other key safeguarding threats listed below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912593/Keeping_children_safe_in_education_part_1_Sep_2020.pdf

Staff should be aware of the [signs of sexting](#)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

National Online Safety - <https://nationalonlinesafety.com/guides>

The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](#)

Further guidance on Online safety is found in [Annex C of KCSIE](#)

There are resources for teachers at page 28 of the [UKCCIS Sexting in Academies Guidance 2016](#)

Links to our training modules:

<https://thenationalcollege.co.uk/hub/view/course/online-safety>

| Issue | Definition and explanation |
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| Honour-based Abuse: Forced Marriage (FM) | <p>This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence.</p> <p>Young men and women can be at risk in affected ethnic groups. Evidence shows that the issue of forced marriage affects certain sectors of communities, typically girls in the age range of 14 – 16 years old originating from Pakistan, India, and Bangladesh (approx. 60% of the cases) together with a percentage of cases of children originating from the Middle East and African countries.</p> <p>A signal of FM is the removal of the pupils from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistleblowing may come from younger siblings.</p> <p>Any member of staff with any concerns should report this immediately to the DSL, who should raise the concern with the Local Police Safeguarding Unit by email or phone.</p> |

Whilst the onus of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current child protection responsibilities.

Links to wider reading and websites:

Staff should be aware of the [signs of Forced Marriage](#)

Links to our training modules:

| Issue | Definition and explanation |
|---|--|
| <p>Honour-based Abuse: Female Genital Mutilation (FGM) and Breast Ironing:</p> | <p>There is a specific legal duty on teachers regarding FGM. If, during their work, a member of staff discovers that an act of FGM appears to have been carried out on a girl under the age of 18 years, then they must report it to the police. All staff at Diverse Academies will recognise this responsibility.</p> <p>The 'One Chance' rule: As with Forced Marriage, there is the 'One Chance' rule regarding FGM. This refers to staff potentially only having one chance to speak to a potential victim and thus may only have one chance to save a life. It is essential that the academy acts without delay.</p> <p>All teachers have a mandatory responsibility to make themselves aware of the practice and report FGM if they discover it (through disclosure not physical examination) to the police and informing the DSL immediately who will support (the Deputy DSL will take on this responsibility if the DSL is not available).</p> <p>Circumstances and occurrences that may point to FGM happening include:</p> <ul style="list-style-type: none"> ● The child talking about getting ready for a special ceremony. ● The child and their family taking a long trip abroad. ● The child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemen, Afghani, Kurdistan, Indonesia, and Pakistan). ● Knowledge that the child's sibling has undergone FGM. ● The child talking about going abroad to be 'cut' or to prepare for marriage. <p>Signs that may indicate a child has undergone FGM:</p> <ul style="list-style-type: none"> ● Prolonged absence from school and other activities. ● Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued. ● Bladder or menstrual problems. ● Finding it difficult to sit still and looking uncomfortable. ● Complaining about pain between the legs. ● Mentioning something somebody did to them that they are not allowed to talk about. ● Secretive behaviour, including isolating themselves from the group. ● Reluctance to take part in physical activity. ● Repeated urinary tract infection. ● Disclosure. <p>Some indicators that a girl has undergone breast ironing include:</p> |

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn etc.
- Reluctance in undergoing normal medical examinations.
- Some girls may ask for help but may not be explicit about the problem due to embarrassment or fear.
- Fear of changing for physical activities due to scars showing or bandages being visible.

Links to wider reading and websites:

Staff should be aware of the [signs of FGM](#)

Staff should be [aware of the signs of Breast Ironing](#) and be culturally aware to be able to identify girls who are at risk of this practice

<https://www.safeguardingschools.co.uk/breast-ironing/>

Links to our training modules:

<https://thenationalcollege.co.uk/hub/view/course/female-genital-mutilation>

| Issue | Definition and explanation |
|--|---|
| Prevent Duty and Radicalisation | <p>The Prevent Duty came into force on 1 July 2015 and was updated in April 2021.</p> <p>Across our academies all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p> <p>Extremism is defined as:</p> <p>“vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.” (HM Government Prevent Strategy).</p> <p>Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.</p> <p>Referrals to Prevent and Channel should be conducted by the DSL following the guidance in the link below:</p> |

Links to wider reading and websites:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

www.gov.uk/government/case-studies/the-channel-programme

<https://www.gov.uk/government/case-studies/the-channel-programme>

Links to our training modules:

Staff should be aware of the [signs of radicalisation](#)

| Issue | Definition and explanation |
|---|--|
| <p>Modern Slavery Human Trafficking:</p> | <p>Children who are trafficked into the UK are especially vulnerable and are often living in de-facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information).</p> <p>Modern slavery is defined as the recruitment, movement, harbouring or receiving of children, women or men through the use of force, coercion, abuse of vulnerability, deception or other means for the purpose of exploitation. It is a crime under the Modern Slavery Act 2015 and includes holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.</p> <p>Children's Services are not involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child.</p> <p>The respective academy Designated Safeguarding Lead must notify Children's Services once they are aware of a child or young person who is being privately fostered.</p> <p>What the Trust will do:</p> <ul style="list-style-type: none"> • Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur. • Look at admission files to check on the home situation and make a note to follow up any circumstances which are not clear. • Whenever staff become aware of private fostering arrangements, they should notify the DSL. • TAn appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. Trust staff should actively encourage the parents and/or carer to notify Children's Services of the arrangement. <p>If the DSL believes that a private fostering arrangement has not been reported to either Lincolnshire or Nottinghamshire Social Care, then the academy will notify the respective authority:</p> <p>Lincolnshire County Council 01522 782111</p> <p>www.lincolnshire.gov.uk/childcare-and-family-support/adoption-and-fostering/private-fostering/</p> <p>Email fosteringandadoptionenquiries@lincolnshire.gov.uk</p> <p>Nottinghamshire Multi Agency Safeguarding Hub 0300 500 80 90 Emergency Duty out of hours Team 0300 456 4546</p> |

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| <p>Links to wider reading and websites:</p> <p>www.nottinghamshire.gov.uk/media/1735342/icta-briefing-march-19.pdf https://www.nottinghamshire.gov.uk/media/1735342/icta-briefing-march-19.pdf</p> <p>https://www.gov.uk/government/publications/modern-slavery-and-public-health/modern-slavery-and-public-health</p> <p>Staff should be aware of the signs of trafficking</p> <p>Staff should be aware of the link between CME, CCE, CSE and the Modern Slavery Human Trafficking criminal agenda.</p> <p>The Trust produces an annual statement outlining our corporate approach to safeguarding individuals in accordance with the relevant legislation.</p> |
| <p>Links to our training modules:</p> <p>https://thenationalcollege.co.uk/hub/view/course/modern-slavery</p> |

| Issue | Definition and explanation |
|---|--|
| <p>Online safety and risky online behaviours</p> | <p>Diverse Academies will ensure that as part of the wider Personal Development programme, children are taught about Online Safety. We work closely with NOS to ensure that parents, pupils, and staff are fully informed of established and emerging threats.</p> <p>Diverse Academies recognises that some children with specific conditions, such as autism spectrum disorder (ASD) and Asperger’s may be at additional risk of predatory or inappropriate online behaviours and will adapt their curriculum and teaching input accordingly.</p> <p>Staff must report any suspected online safety safeguarding issue through the DSL in the normal way.</p> |
| <p>Links to wider reading and websites:</p> <p>https://www.nspcc.org.uk/keeping-children-safe/online-safety/b/</p> <p>https://nationalonlinesafety.com/hub/browse</p> <p>The Trust has a separate policy covering all aspects of Online Safety.</p> | |
| <p>Links to our training modules:</p> <p>https://nationalonlinesafety.com/hub/view/course/online-safety-for-sendcos-2022</p> <p>https://nationalonlinesafety.com/hub/view/course/level-2-certificate-online-safety-teaching-staff</p> <p>https://nationalonlinesafety.com/hub/view/course/annual-online-safety-course-for-designated-safeguarding-leads-for-2020-21</p> | |

APPENDIX C: RESPONDING TO PEER-ON-PEER SEXUAL ABUSE

At Samuel Barlow Primary Academy we recognise that children are vulnerable to and capable of abusing their peers. We take such abuse seriously. Peer on peer abuse will not be tolerated or passed off as 'banter' or part of 'growing up'.

We are committed to a whole academy approach to ensure the prevention, identification and appropriate management of peer-on-peer abuse within our academy and beyond. All staff should be aware of the indicators of peer-on-peer abuse.

Where peer on peer abuse is identified, we will follow our child protection procedures and adopt a contextual approach to support all children who have been affected by the situation. In some situations, these behaviours will be addressed with reference to other policies such as our Behaviour Policy, Anti-Bullying Policy and Online Safety Policy.

This policy concentrates on peer-on-peer abuse in the context of sexual harassment and sexual violence.

If a child experiences peer-on-peer sexual abuse or there are concerns a child might be displaying harmful sexual behaviour (HSB), the academy Designated Safeguarding Lead is informed, and they will take child protection action.

All behaviour takes place on a spectrum and we recognise the importance of distinguishing between problematic and harmful sexual behaviour.

Reporting

If our staff think a child is in immediate danger, they must contact the police on **999**. Any concern about a child (not in immediate danger), is shared with the DSL or DDSL.

Staff are aware of the following:

- **Follow our child protection procedures** – sharing concerns with our Designated Safeguarding Lead (or Deputy).

The DSL will then:

- **Report to the police as appropriate** (for example, if an allegation of rape, sexual assault or sexual offence is made). This should happen alongside a making a referral to children's social care, following local authority guidelines.
- **Contact the local authority child protection services.**

In all cases the academy will:

Protect all the children involved, balancing the duty to safeguard the child who has experienced abuse with the need to support the child who has displayed harmful sexual behaviour.

Be mindful of the children who may have witnessed the abuse or are friends of those involved, as they may also be affected and need support.

In each case the DSL (or Deputy) will be responsible for gathering all the facts, assess any risks and make decisions on a case-by-case basis. The DSL will decide on who needs to be involved to make sure all children are appropriately protected and supported. A risk assessment will be considered on a case-by-case basis, and should consider the child who has experienced abuse, the child who has displayed harmful behaviour and all other children.

<https://learning.nspcc.org.uk/safeguarding-child-protection/managing-allegations-made-against-a-child>

Supporting the child who has experienced abuse:

Every child who has experienced abuse will receive tailored support to meet their needs. Our safeguarding staff will do the following to help make children feel safe and supported.

- Listen carefully to the child and reassure them that you are taking them seriously.
- Record the incident, noting all the relevant facts as fully as possible. Write down the language used by the child.
- Consider what support the child may need in the short-term, for example mitigating the risk (as far as possible) of contact with the child who has displayed abusive behaviour.
- Consider what long-term support the child may need to help them recover from the trauma of what they have experienced. This may include therapeutic or counselling support.
- Understand the child's support network and consider what help they need to protect and care for the child.
- Include the child (and parents if applicable) in any decisions that affect them.

Supporting the child who has displayed abusive or harmful sexual behaviour:

It is important to protect and support children who have displayed abusive or harmful sexual behaviour.

- Consider any risks to the child's safety and what multi-agency responses are needed to support the child and their family.
- Talk calmly to the child. Remember that they may not realise they have behaved abusively and avoid using language that may make them feel judged or criminalised.
- Consider appropriate sanctions referring to our Behaviour Policy.

- Work with the child and their support network to put measures in place that will help the child change their behaviour.
- Consider what targeted therapeutic or counselling support the child may need.

Multi-agency responses:

The academy DSL should work with the Trust SDL, safeguarding (if appropriate) and relevant agencies to protect and support all the children involved in an incident of peer-on-peer sexual abuse. This includes children's social care and the police if necessary.

Our academy safeguarding response will consider the [Local Authority](#) guidance to assess the degree of harmfulness and to develop a coordinated, evidence-based multi-agency response to HSB.

Opportunities to teach Peer-on-peer, relationships, and other safeguarding themes

Samuel Barlow Primary Academy will ensure that as part of the wider Personal Development programme, children are taught about safeguarding. This may include covering relevant topics through learning in general but is covered particularly in Relationships and Sex Education alongside a detailed PSHE programme.

'Relationships education' is taught to children across all phases. 'Sex education' (other than that taught within the science syllabus) is mandatory at secondary, with parents having the right to opt their child out up to the age of 15.

Further information is found in the [RSE Policy](#).

APPENDIX D: LOOKED AFTER CHILDREN

All staff have an awareness of issues around safeguarding looked after children. The leadership team will ensure that appropriate staff have the skills, knowledge, and understanding necessary to keep looked after children safe.

Designated staff will be aware of the legal status of a looked after child's care arrangements. They will ensure that appropriate staff have the information they need in relation to a pupil's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with

parental responsibility. They should also have information about the pupil's care arrangements and the levels of authority delegated to the carer by the authority looking after them.

The Principal will appoint a Designated Teacher to promote the educational achievement of pupils who are Looked After and to ensure that this person has appropriate access to networking and training.

The academy's Designated Teacher for looked after children will work with the 'virtual school' head to monitor the child's welfare and discuss how funding can be best used to support the progress of the child and meet the needs identified in the pupil's personal education plan.

The Designated Safeguarding Lead will have details of the pupil's social worker and the name of the 'virtual school' head in the authority that looks after the pupil.

Designated staff should be aware of the specific [safeguarding duties concerning CLA and PLAC](#).

Pupils with a social worker

We recognise that children with social workers can need extra support. A child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour, and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare, and educational outcomes.

For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks.
- The provision of pastoral and/or academic support.

APPENDIX E: WORKING WITH PARENTS / INDIVIDUALS WITH PARENTAL RESPONSIBILITY

Our academy recognises the importance of working, where appropriate, in partnership with parents and carers to ensure the welfare and safety of our pupils.

We will therefore:

- Make parents / carers aware of the academy's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on, where necessary, by making all policies available on the website and on request.
- Work with parents / carers to support the needs of their child.
- Consider the safety of the pupil and, should a concern arise, the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents / carers.
- Aim to help parents / carers understand that the academy has a responsibility for the welfare of all pupils and has a duty to refer cases to the Local Authority in the interests of the pupil as appropriate.
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers.

APPENDIX F: RELATED TRUST AND ACADEMY POLICIES

This document should be read, used, and applied alongside the policies and procedures referred to below.

- [Attendance Policy](#)
- [Behaviour Policy](#) and [Anti-bullying Policy](#)
- [CCTV Policy](#)
- [Educational Visits Policy](#)
- [Freedom of Information Policy](#)
- [GDPR Policy](#)
- [Health and Safety Policy](#)
- [Mental health and Wellbeing Principles.](#)
- [Online Safety Policy](#)
- [Relationships and Sex Education Policy.](#)
- [Safer Recruitment Policy](#)
- [Staff Disciplinary Policy](#)
 - [Special Educational Needs Policy](#)
 - [Supporting pupils with medical conditions](#)