



ST. MARY'S
ACADEMY TRUST

St Mary's Academy Trust

Safeguarding and Child Protection Policy

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1. Aims, Purpose and Principles

1.1 Aims of this Policy

- To ensure that children are effectively safeguarded from the potential risk of harm at St. Mary's Academy Trust and that the safety and wellbeing of the children is of the highest priority in all aspects of our work.
- To help St. Mary's Academy Trust maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.
- To ensure that all stakeholders, including staff, governors and those who come into contact with children and their families, understand that safeguarding and promoting the welfare of children is everyone's responsibility and that they all have a role to play in identifying concerns, sharing information and taking prompt action.

1.2 Purpose of this Policy

To ensure that **ALL** employees, volunteers, Governors, and Trustees of St. Mary's Academy Trust:

- Are aware of their responsibilities in relation to safeguarding and child protection.
- Know the procedures that should be followed if they have a cause for concern.
- Know where to go to find additional information regarding safeguarding.
- Are aware of the key indicators relating to child abuse.
- Fully support our commitment to safeguarding and child protection.

The Safeguarding and Child Protection Policy should also be read in conjunction with 'Working Together to Safeguard Children July 2018 (last updated 2020)' and 'Keeping Children Safe in Education September 2022'. All St. Mary's Academy Trust staff and Governors **must** read and sign to say they have read part 1 of 'Keeping Children Safe in Education' and Annex A. All Headteachers, Designated Safeguarding Leads, Deputy Safeguarding Leads, Designated Safeguarding Governors and all members of the Board of Trustees **must** read and sign to say they have read all of 'Keeping Children Safe in Education.'

1.3 Principles

Section 175 and 157 of the Education Act 2002 gives maintained schools and academies a statutory duty to promote and safeguard the welfare of children and have due regard to guidance issued by the Secretary of State at all times.

St. Mary's Academy Trust recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse concerns when they arise.

We believe that every child and young person has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

We have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers, members of the Local Governing Body and the Board of Trustees) in St. Mary's Academy Trust, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm. All of our schools will work proactively alongside and fully engage with Barnsley Safeguarding Children Partnership and the three safeguarding partners, BMBC, Barnsley Clinical Commissioning Group and South Yorkshire Police.

All staff are expected to adopt the attitude of 'it could happen here' where safeguarding is concerned, and staff should at all times act in the best interests of the child.

The Trust and its Academies seek to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The Trust hopes that parents and children will feel free to talk about any concerns and will see their school as a safe place if they face any difficulties at home, at school or in any other aspect of their lives.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy if concerns are such that a referral must be made to the appropriate agencies in order to safeguard the child's welfare.

In all of our Schools, if there are suspicions that a child's physical, sexual, emotional, and/or mental well-being is being, or is likely to be, harmed, or that they are being neglected, appropriate action will be taken in accordance with the Child Protection procedures issued by Barnsley Safeguarding Children Partnership (www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/).

As a consequence, we:

- Assert that teachers and other members of staff (including volunteers) in school are an integral part of the child safeguarding process.
- Accept totally that safeguarding children is required and is an appropriate function for all members of staff in school, and wholly compatible with their primary pedagogic responsibilities.
- Recognise that safeguarding children in school is a responsibility for all staff, including volunteers, the Local Governing Body, and the Board of Trustees.
- Will ensure through training and supervision that all staff and volunteers in school are alert to the possibility that a child is at risk of suffering harm and know how to report concerns or suspicions.
- Will designate a senior member of staff in each school with knowledge and skills in recognising and acting on child protection concerns and appropriate Designated Lead training. He or she will act as a source of expertise and advice and is responsible for co-ordinating action within the school and liaising with other agencies (Designated Safeguarding Lead).
- Will designate at least two senior member of staff in each school with knowledge and skills in recognising and acting on child protection concerns and appropriate Designated Lead training as the Deputy Safeguarding Lead(s).

- Ensure through the Designated Safeguarding Lead (DSL) that all staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Partnership.
- Will share our concerns with others who need to know and assist in any referral process.
- Will ensure that all members of staff and volunteers who have a suspicion or concern that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Lead(s) (or Designated Deputy in their absence), who will refer on to Children's Social Care Assessment and Joint Investigation Service in accordance with the procedures issued by Barnsley Safeguarding Children Partnership.
- Safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying, or Internet technologies.
- Will ensure that all staff are aware of the Child Protection Procedures established by Barnsley Safeguarding Children Partnership and, where appropriate, the Local Authority, and act on any guidance or advice given by them.
- Will ensure through the recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children.
- Will be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance, staff should discuss early help requirements with the designated lead and be prepared to support other agencies or professionals in an early help assessment.
- Will act swiftly and make appropriate referrals to the Local Authority Designated Officer where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

2. Definition of Safeguarding Issues

2.1 Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

2.2 All members of staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. These include:

- Physical abuse
- Mental abuse

- Emotional abuse
- Sexual abuse
- Neglect

2.3 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education, and sexting (also known as youth produced sexual imagery) put children in danger. Issues on which staff should have training and awareness of include:

- Child Sexual Exploitation
- Child Criminal Exploitation
- Child on child abuse
- Serious violence, including serious violent crime
- Female Genital Mutilation
- Prevent and radicalisation
- Mental Health
- Domestic Abuse

2.4 Further definitions and signs of the above forms of abuse can be found in Appendices 2 to 8.

3. Designated Safeguarding Lead in School

3.1 The Designated Safeguarding Lead for safeguarding and child protection in all St. Mary's Academy Trust Schools is the Headteacher unless another senior member of staff has been approved by the CEO for this role.

3.2 In their absence, these matters will be dealt with by the Deputy Designated Safeguarding Lead(s). In all St. Mary's Academy Trust Schools there should be at least two Deputy Designated Safeguarding Leads. These should be either the Assistant Headteacher(s) or the SENDCo as appointed by the Headteacher unless another Senior member of staff has been approved by the CEO for this role. The ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead.

3.3 The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers, and Governors when they may have child protection concerns to discuss.

3.4 The Designated Safeguarding Lead must ensure that all members of staff and Governors are aware of who the Designated Safeguarding Lead, Deputy Designated Safeguarding Leads and Designated Safeguarding Governor are, including through the display of signage around school and through information included in the contact details of the school's website.

3.5 The Trust recognises that:

- All members of staff (including volunteers) must be made aware of who the Designated Lead is and what their role is.
- The Designated Safeguarding Lead will act as a source of advice and coordinate action within the school over child protection cases.
- The Designated Safeguarding Lead will need to liaise with other agencies and build good working relationships with colleagues from these agencies, including working with the local authority and other agencies, in line with 'Working Together to Safeguard Children'.
- They should possess skills in recognising and dealing with child welfare concerns.
- Appropriate training and support should be given, including designated lead safeguarding training for the lead and deputy every two years and additional regular safeguarding updates, as required, but at least annually.
- The Designated Safeguarding Lead is the first person to whom members of staff report concerns.
- During term time, the designated safeguarding lead and/or a deputy safeguarding lead should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
- In the absence of the Designated Safeguarding Lead in school, members of staff should report concerns to the Deputy Designated Safeguarding Lead.
- In exceptional circumstances, when the designated safeguarding lead or deputy is not available, staff should contact the CEO or Deputy CEO of the Trust in the first instance (or a member of the education team if the CEO is unavailable) to ensure that there is no delay to appropriate action being taken.
- The Designated Safeguarding Lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the Barnsley Safeguarding Children Partnership.
- The Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff, unless the Designated Safeguarding Lead is also the headteacher. The headteacher is responsible for dealing with allegations made against members of staff, unless the allegations are against the Headteacher which would be dealt with by the CEO.
- The Designated Safeguarding Lead will also ensure that the school is represented at Child Protection Conferences and that the required reports are written and available within the appropriate timescales as prescribed by Barnsley Safeguarding Children Partnership and discussed with families in advance of Conference.

3.6 To be effective they will:

- Ensure they are aware of and follow the local safeguarding arrangements as outlined by Barnsley Safeguarding Children Partnership.
- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding a request for service by liaising with

Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm.

- Cascade safeguarding advice and guidance issued by Barnsley Safeguarding Children Partnership.
- Where they have concerns that a request for service has not been dealt with in accordance with the child protection procedures, they should follow Barnsley Safeguarding Children Partnership's escalation policy as outlined on the Partnership's website
https://www.proceduresonline.com/barnsley/scb/files/resolve_prof_diffs.pdf
- Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily the Child Protection and Safeguarding Policy.
- Liaise with the Headteacher (if the Headteacher is not the Designated Safeguarding Lead) to inform him/her of any safeguarding issues and ongoing investigations and ensure there is always cover for the role.
- Be able to keep detailed accurate secure written records of all concerns, discussions, referrals, and decisions made, and ensure that these are held in a secure place with restricted access in accordance with the retention schedule.
- Ensure parents are aware of the Child Protection Policy in order to alert them to the fact that the school may need to make referrals of concerns to Children's Social Care as raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible (within 5 days for an in-year transfer or within first 5 days of the start of a new term), separately from the main file, and addressed to the Designated Safeguarding Lead for child protection. Wherever possible, this should include a face to face discussion and handover of the records. Both schools should sign a form to confirm the handover of the records. Both schools should retain a copy of the transfer form. The statutory guidance states the Designated Safeguarding Lead should ensure that records are transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained.
- Where a child leaves and the new school is not known, ensure that the Local Authority is alerted so that the child's name can be included on the database for children missing in education. The Local Authority should also be informed if a parent is considering elective home education so the relevant checks can be completed. Referrals regarding Elective Home Education and Children Missing Education should be made to the Education Welfare Service.
- Arrange adequate and appropriate cover arrangements for any out of hours / out of term activities.

3.7 The Designated Safeguarding Lead also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case. Training is required to be updated every two years.
- Have a working knowledge of how Barnsley Safeguarding Children Partnership operates and the conduct of a child protection case conference and be able to attend and contribute to these when required, to enhance the implementation of the Child Protection Plan.
- Attend any relevant training courses or workshops and then ensure that any new or key messages are passed to other staff, volunteers, and Governors.
- Make themselves (and any deputies) known to all staff, volunteers, and Governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection (this should be relevant to their needs to enable them to identify and report any concerns to the designated Safeguarding Lead immediately).
- Ensure that safeguarding is a regular standing agenda item at staff briefings and meetings.

4. Designated Safeguarding Governor

- 4.1 Each Academy within St. Mary's Academy Trust must have a designated safeguarding governor appointed on its Local Governing Body. This Governor must be named and made known to all members of staff, including through signage displayed around school and on the school's website.
- 4.2 Governing bodies and proprietors should ensure that all Governors and Trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- 4.3 The Safeguarding Governor should undertake Designated Safeguarding Lead training at least every two years and ensure that they are aware of the local arrangements for safeguarding as outlined by Barnsley Safeguarding Children Partnership, including the local criteria for action and the local protocol for assessment.
- 4.4 Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.
- 4.5 The Governors will ensure that the designated member of staff for safeguarding is given sufficient time to carry out his or her duties, including accessing training.
- 4.6 The Local Governing Body, through the Designated Safeguarding Governor, will review safeguarding practices termly, to ensure that:
- All policies, procedures and training in their School are effective and comply with the law at all times.

- The school is carrying out its duties to safeguard the welfare of children at the school.
- Hold a termly monitoring meeting with the designated safeguarding lead with an agreed focus. During this monitoring meeting the designated safeguarding lead should not discuss any specific cases of children or families and all information provided must be anonymised.
- Its school follows the procedures set out in 'Keeping Children Safe in Education'; this policy; those agreed by Barnsley Safeguarding Children Partnership, and any supplementary guidance issued by the Local Authority.
- Members of staff and volunteers are aware of current child protection practices and that staff receive training where appropriate in line with advice from Barnsley Safeguarding Children Partnership.
- Child protection is integrated into the school induction procedures for all new members of staff and volunteers and supply staff.
- Ensure that appropriate filters and monitoring systems are in place for keeping children safe online.
- The Designated Safeguarding Governor will report termly to the Local Governing Body on the school's safeguarding procedures. This report must be anonymised, and no personal details of children or families discussed, including providing no information which could be used to identify a child or family.

4.7 St. Mary's Academy Trust Board of Trustees will, through the CEO:

- Review the safeguarding procedures through the Trust Annual Safeguarding review which is carried out by an external safeguarding professional alongside the headteacher and safeguarding team in each school to ensure that the school is carrying out its duties to safeguard the welfare of children at the school including ensuring that each individual Academy follows the procedures agreed by Barnsley Safeguarding Children Partnership.
- Ensure that all staff, volunteers etc. will be vetted to ensure that only persons suitable to work with children shall work in the school.
- Where safeguarding concerns about a member of staff are raised, ensure that the School takes appropriate action in line with BMBC Allegations against Staff Procedures and the Trust's Disciplinary Procedures and DfE guidance Dealing with Allegations of Abuse against teachers and other staff, Guidance for Local Authorities, Head Teachers, School Staff, Governing Bodies and Proprietors of Independent Schools (October 2012).

5. Recruitment

5.1 In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

5.2 We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education". In particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be e.g., having sight of an applicant's birth certificate, passport and/or driving licence.
- Academic qualifications, to ensure that qualifications are genuine.
- Professional references prior to offering employment.
- Satisfy conditions as to health and physical capacity.
- Previous employment history will be examined, and any gaps accounted for.
- DBS and Barred list Checks and Disqualification Checks will also be completed.
- The process should also confirm that the Preventing Illegal Working Declaration of Entitlement to Work in the UK is completed.
- Prohibition list checks for teachers.
- Section 128 checks will be completed where appropriate.

6. Volunteers

6.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with the Trust's Volunteers and Recruitment Policy.

7. Induction & Training

7.1 All new members of staff will receive induction training from their Headteacher, which will give them an overview of the organisation, including information regarding the role of the designated safeguarding lead, deputy, and safeguarding governor, and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse and child protection concerns within the appropriate levels of confidentiality.

7.2 All new staff at the school (including volunteers) will receive child protection information (including Keeping Children Safe in Education, Part 1 and What To Do If You're Worried A Child Is Being Abused, Advice for Practitioners) and a copy of the Safeguarding and Child Protection policy on starting their work at the school.

7.3 All staff will be expected to attend training on safeguarding children, and this will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide access to this training and new staff will also as part of their induction, complete the online safeguarding training which can be accessed via a Trust approved provider.

7.4 All Staff will attend refresher training every three years, and the Designated Safeguarding Lead every two years.

7.5 In addition, Designated Safeguarding Leads will receive regular safeguarding updates, as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

- 7.6 Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to safeguarding children and the procedures they must follow. (See Induction Policy and School Induction Handbook).
- 7.7 All staff members should receive regular safeguarding and child protection updates through the appointed safeguarding lead (for example, e-bulletins; staff meetings; standing agenda items on weekly staff briefings) as required.
- 7.8 All adults are required to attend safeguarding training. Attendance at school training will also be open to parent helpers, volunteers, extended schools' providers, governors and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the Barnsley Safeguarding Children Partnership website.
- 7.9 For staff who are unable to access face to face Safeguarding awareness training the school expects them to complete online training as above. All ECT's and students are expected to have completed the Safeguarding awareness training prior to commencing their employment.
- 7.10 When dealing with concerns, St. Mary's Academy Trust and all of its Schools recognise that children with special education needs (SEN) and disabilities can face additional safeguarding challenges, and that it is the responsibility of the Designated Safeguarding Lead to ensure that all staff are appropriately trained to recognise such barriers.
- 7.11 All staff will be made aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (child in need) and section 47 (child protection) that may follow a referral, along with the role they might be expected to play in such assessments.

8. Dealing with Concerns

- 8.1 It is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a child/young person is at risk of or is suffering significant harm.
- 8.2 Their concerns should be reported to the Designated Safeguarding Lead immediately and should also be recorded using the school's Cause for Concern documentation system.
- 8.3 A Cause for Concern is an action, observation or discussion that makes you feel anxious about the safety or wellbeing of a child.
- 8.4 All causes for concern **must be recorded** on the Cause for Concern record and must be passed to the Designated Safeguarding Lead immediately.
- 8.5 The Designated Safeguarding Lead will decide on the appropriate actions, following up on the concern with the appropriate actions.

8.6 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

8.7 The Designated Safeguarding Lead will consider if the issue needs to be passed to Children's Social Care Assessment and Joint Investigation Team for further action via a telephone conversation and the Request for a Service procedure.

8.8 A Vulnerable Pupil file will also be raised using the Academy's system for recording safeguarding concerns.

8.9 All discussions, telephone calls and meetings in relation to the child/young person must be recorded in writing using the Academy's safeguarding system.

8.10 The Designated Safeguarding Lead, deputy safeguarding leaders and other appropriate professionals within the school where appropriate (for example members of the school's welfare team), will hold a monthly meeting to discuss and review all live and dormant records. The Designated Safeguarding Lead will then be able to:

- Monitor that the agreed actions have taken place.
- Assess the impact of the actions and the progress being made.
- Agree the next steps.
- Consider when an Early Help Assessment needs to be completed in order to facilitate and coordinate multi-agency support and lead on liaising with other agencies as appropriate.
- Quality assure the written records.
- Collate an anonymised report for the Governing body outlining the level of child protection concerns and work being undertaken. This report should not include the personal data of any individuals or families.
- Ensure that clear actions are followed up where there is a Child Protection Plan in place and the outcomes are monitored.
- Ensure school is represented at Core Groups and Conferences.

8.11 The documentation for each child/young person must be stored in a secure place with restricted access in accordance with the retention schedule. In schools where an electronic storage system is used (Cpoms) full access to the system should be restricted to Designated Safeguarding Leads only. Access to the site and the permissions should be monitored regularly.

9. Looked After Children

- 9.1 The Designated Safeguarding Lead must ensure that they have the details of the social worker and name of the virtual school head in the authority that looks after the child for any looked after child in their Academy.
- 9.2 For all looked after children the Designated Safeguarding Lead should ensure that all appropriate staff have the information they need in relation to a child's looked after legal status and care arrangements.

A designated teacher must be appointed to promote the educational achievement of children who are looked after.

- 9.3 The designated teacher also has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- 9.4 The designated teacher must have appropriate training and the relevant qualifications and experience.
- 9.5 The designated teacher should work with the virtual school head to discuss how funding for each looked after child can be best used to support the pupil's progress and meet the identified needs in the child's personal education plan. They should also work with the virtual school head to support those children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

10. Safeguarding in School

- 10.1 As well as ensuring that child protection concerns are addressed, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.
- 10.2 To this end, this policy must be seen in conjunction with the following policies:
 - Relationships, Sex and Health Education
 - Behaviour, with particular reference to the anti-bullying section (the school will also ensure that bullying and racial harassment is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home. Incidents of bullying will be investigated, recorded through the Cause for Concern Process and reported to the Local Authority on the electronic recording system)
 - Safer recruitment
 - Code of conduct for staff
 - Exclusions
 - Special Educational Needs Policy
 - Health & Safety

- Positive Handling
- Allegations against members of staff
- E-safety
- Whistle Blowing
- Visitors' policy
- Induction policy
- Information sharing policy
- Intimate care
- Children Missing in Education
- Acceptable Use policy

11. Prevent

- 11.1 Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised.
- 11.2 Extremism is defined in the 2011 Prevent strategy as 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.
- 11.3 The duty to prevent children and young people being radicalised is set out in the following documents:
- Counter Terrorism and Security Act 2015
 - Keeping Children Safe in Education
 - Prevent Duty Guidance 2019
 - Working Together to Safeguard Children 2018 (last updated 2020)
 - Promoting fundamental British values as part of SMSC in schools: DfE Departmental advice for maintained schools 2014
- 11.4 At St. Mary's Academy Trust and in all of our Schools we ensure that through our vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles.
- 11.5 Everyone at St. Mary's Academy Trust has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.
- 11.6 All schools within St. Mary's Academy Trust are required to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion, including an explicit requirement to promote fundamental British values as part of broader requirements

relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils.

- 11.7 British values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- 11.8 Our schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.
- 11.9 All members of staff who may come into contact with children should receive training either face to face or online that gives them the knowledge and confidence to identify children or families at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. (See Appendix 4).
- 11.10 All members of staff should refer any concerns they have to their Designated Safeguarding Lead following the school's safeguarding reporting procedures.
- 11.11 It is the responsibility of the Designated Safeguarding Lead to make referrals to appropriate agencies with regard to concerns about radicalisation and liaise with any necessary partners, including the local authority and the police. Designated Safeguarding Leads may, upon identifying someone as being vulnerable to being drawn into terrorism, make a referral through Prevent and Channel Referral.

<https://www.barnsley.gov.uk/media/18015/barnsley-prevent-and-channel-referral-guidance.pdf>

- 11.12 St. Mary's Academy Trust will ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

12. Supporting Children with Their Mental Health

- 12.1 Pupils are supported with and educated about the importance of mental health through the curriculum, including science, Relationships Education, Health Education and wider PHSE lessons, as well as through extra-curricular and curriculum enrichment activities.
- 12.2 All schools should have systems in place to identify and access further support to those individual pupils who may require it.
- 12.3 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

- 12.4 All staff should also be aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Staff should use their day-to-day interactions and observations of children to identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.
- 12.5 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following safeguarding procedures.

13. Photographing Children

- 13.1 We understand that parents like to take photos of, or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.
- 13.2 However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.
- 13.3 When mobile devices (laptops / tablets / mobile phones / USB devices etc.) are used in school, the rules set out in the Acceptable Use Policy agreement must be followed, in the same way as if school / TRUST equipment was being used. Any additional rules set by the school/Trust about such use will be followed – refer to the Acceptable Use Policy).
- 13.4 We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film pupils during a school activity without the parent's permission.
- 13.5 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.
- 13.6 The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.
- 13.7 At the start of each academic year parental consent to the taking and use of photographs and videos will be updated for each pupil.
- 13.8 The allowing of photographs and videos at any school event will be at the discretion of the Headteacher. The Headteacher should put into place any steps deemed appropriate to ensure the safeguarding of children in relation to photography at school events, including sending out letters to parents/making announcements to parents prior to events regarding rules or restrictions on photography, including asking parents/carers not to post photographs of other children on social media sites.

14. Confidentiality and Information Sharing

(Refer to the School Confidentiality and Information Sharing Policy)

- 14.1 The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.
- 14.2 Whilst the General Data Protection Regulations 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.
- 14.3 Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.
- 14.4 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the Designated Safeguarding Lead.
- 14.5 Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

15. Conduct of Staff

- 15.1 The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.
- 15.2 At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:
- Working alone with a child (Including transportation of a child).
 - Physical interventions.
 - Cultural and gender stereotyping.
 - Dealing with sensitive information.
 - Giving to and receiving gifts from children and parents.
 - Contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
 - Disclosing personal details inappropriately.
 - Meeting pupils and families outside school hours or school duties.
- 15.3 If any member of staff has reasonable suspicion that a child is suffering harm and fails to act in accordance with this policy and Barnsley Safeguarding Children Partnership procedures, we will view this as misconduct, and take appropriate action.
- 15.4 An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at St. Mary's Academy Trust. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures.

- 15.5 An agreed Whistle Blowing policy in relation to safeguarding (appendix 1) to supplement the Trust corporate policy has been agreed in order to support the Trust ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.
- 15.6 There are a range of mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:
- Via concern boxes.
 - Through encouragement to discuss issues at school assemblies.
 - Via the school council meetings.
 - Drop-in sessions with a member of the welfare team, a teacher or teaching assistant.
 - An open approach to discussing issues with staff.

16. Physical Contact and the Use of Reasonable Force

- 16.1 Members of staff may have to make physical interventions with children. Members of staff will only do this in line with Trust's and Academies' policy on managing challenging behaviour (referenced in the Trust Behaviour Policy, Positive Handling Policy, and each Academy's Behaviour Policy).
- 16.2 Members of staff using physical interventions with children should have undertaken Team Teach training and interventions should be in accordance with the Team Teach principles.
- 16.3 All incidents of physical restraints should be recorded in accordance with the school's safeguarding records.

17. Allegations Against Members of Staff

(Refer to the Allegations of Abuse Against Staff Policy)

- 17.1 If anyone makes an allegation that any member of staff (including any volunteer, supply staff or Governor) may have:
- Possibly committed an offence against or related to a child.
 - Behaved in a way that has harmed or may have harmed a child.
 - Behaved towards a child in a way which indicates s/he would pose a risk of harm if they worked regularly or directly with children.
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 17.2 The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BMBC and the Trust disciplinary procedure.

18. Allegations of Abuse Against Pupils

- 18.1 In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse, and sexual exploitation (see Appendix 3).
- 18.2 When an allegation is made by a pupil against another pupil which raises a safeguarding concern the Designated Safeguarding Lead should be informed immediately and should also be recorded using the school's Cause for Concern procedures.
- 18.3 All school safeguarding procedures as outlined in section 7 should be followed with regards to the recording and reporting of Cause for Concerns and confidentiality.
- 18.4 Where the report includes an online element, staff must follow the advice outlined in 'Searching screening and confiscation advice (for schools)' and 'UKCCIS sexting advice (for schools and colleges)', in particular not viewing or forwarding illegal images of a child.
- 18.5 It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Allegations of this nature will not be dismissed and a victim should never be given the impression that they are creating a problem or made to feel ashamed for making a report.
- 18.6 It is important that the victim understands what the next steps will be and who the report will be passed to.
- 18.7 The Designated Safeguarding Lead should contact social services to discuss the case and should then follow through the outcomes of the discussion and make a social services referral where appropriate.
- 18.8 The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- 18.9 If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- 18.10 Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. The school may consider other appropriate support mechanisms such as early help, specialist support and pastoral support.
- 18.11 In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared immediately and stored electronically along with a preventative, supervision plan. This should consider the protection and support of the victim; the alleged perpetrator; and all the other children at the school.
- 18.12 The risk assessment should consider how best to keep the victim and alleged perpetrator a reasonable distance apart and in doing so, take into consideration the nature of the

allegation and the proportionality of the response, including the removal of the alleged perpetrator from class where appropriate. These actions are in the best interests of both pupils and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

18.13 Schools should not wait for the start or outcome of a police investigation before carrying out a risk assessment.

18.14 The risk assessment plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

18.15 On occasion, some students will present a safeguarding risk to other students. These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

18.16 All staff should be trained to manage allegations of abuse against pupils.

19. Before and After School Activities

19.1 Where the Trust transfers control of the use of the school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures in place, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

19.2 For school organised trips or visits which include an overnight stay, there must be a member of staff in attendance who has completed full Designated Safeguarding Lead training.

20. Contracted Services

20.1 Where the Trust contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

21. Online Safety

21.1 All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not

want to receive such content. In all cases, if staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

21.2 St. Mary's Academy Trust has an 'Online Safety Policy' which all Academies must follow.

22. Opportunities to Teach Safeguarding

22.1 Safeguarding permeates through all aspect of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is promoted at St. Mary's Academy Trust:

- Our curriculum helps to educate children to keep safe in a variety of ways including through the teaching of E-safety, Relationships and Sex Education, Health Education and wider PHSE lessons where children have regular opportunities to learn about safety and discuss their feelings in a safe and secure environment.
- Our wider opportunities and curriculum enrichment, including initiatives such as regular theme days and assemblies, Crucial Crew, sports leaders, Playground Buddies and Mentors Programme, School Council and Bikeability, along with highly effective work with other agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives.
- Our development of Parent Support Advisors, Behaviour Specialists and Welfare Teams in schools across the Trust who have regular opportunities for networking and development with each other.

23. Implementation, Monitoring, Evaluation and Review

23.1 All adults in school will receive a copy of the Safeguarding and Child Protection Policy and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings. Safeguarding and Child Protection will be a regular standing agenda item at weekly staff briefings.

23.2 The effectiveness of the policy will be reviewed and evaluated by St. Mary's Academy Trust annually in light of any specific incidents or changes to local/national guidance.

23.3 The designated governor for safeguarding at each Academy's local governing body will monitor one aspect of the school's child protection work termly and report back to the full governing body.

23.4 The Headteacher will report on safeguarding matters through their half termly Headteacher's report to their local governing body and safeguarding will be a standing item on the agenda at each full governing body meeting.

23.5 The Headteacher will also complete the Annual Headteacher's Safeguarding report which is submitted to the Local Authority after it has been agreed with the Governing Body. The Headteacher will also submit a copy of this report to the CEO of St. Mary's Academy Trust.

- 23.6 Parents will be consulted via each Academy's parent council or parent questionnaire and pupils via the school council annually.

24. Parents and Carers

- 24.1 Parents and carers will be informed that they can have a paper copy of the Child Protection on request.
- 24.2 The policy will also be available on St Mary's Academy Trust's website and each Academy's website.
- 24.3 Academies should be proactive in their consultations and involvement with parents and carers where there are child protection concerns unless this would be prejudicial to the safety and wellbeing of the child/young person.

25. Annual Review of Policy

- 25.1 It is the responsibility of the CEO or Deputy CEO of St. Mary's Academy Trust to ensure that this policy is updated and reviewed annually with the Trust Board of Trustees.
- 25.2 It is the responsibility of the Headteacher in each Academy to ensure that this policy is shared with all members of the school (including volunteers and members of the Local Governing Body) annually.
- 25.3 It is the responsibility of the Designated Lead Safeguarding Officer (if not the Headteacher) to ensure that this policy is available and updated annually on the school's website to share with parents and all stakeholders.

Appendix 1

Safeguarding Children: Whistle Blowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in an Academy's safeguarding regime and know that such concerns will be taken seriously by the Senior leadership team. Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult, this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues, or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for Whistleblowing

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour in order to:

- Prevent the problem worsening or widening.
- Protect or reduce risks to others.
- Prevent becoming implicated yourself.

What Stops People from Whistleblowing

- Starting a chain of events which spirals.
- Disrupting the work or project.
- Fear of getting it wrong.
- Fear of repercussions or damaging careers.
- Fear of not being believed.

How to Raise a Concern

- You should voice your concerns, suspicions, or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why.
- Approach the Headteacher.
- If your concern is about your immediate manager/Headteacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors, the CEO of St. Mary's Academy Trust, or the Local Authority Designated Officer.
- Make sure you get a satisfactory response - don't let matters rest.
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation, but you will need to demonstrate sufficient grounds for the concern.

What Happens Next?

- You should be given information on the nature and progress of any enquiries.

- Your employer has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

Self-Reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further Advice and Support

It is recognised that whistle blowing can be difficult and stressful. Advice and support are available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

(Reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

Appendix 2: Definitions and Symptoms of Abuse and Neglect

There are four main categories of abuse – physical abuse, neglect, sexual abuse, and emotional abuse. Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).

The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together and in most cases, multiple issues will overlap with one another. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of this environment. **All** staff, but especially the designated safeguarding leads (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families, including (but not limited to) vulnerability to sexual exploitation, criminal exploitation, and serious youth violence.

Physical Abuse

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

Symptoms:

- Behaviour changes/wet bed/withdrawal/regression
- Finger marks
- Frequent unexplained injuries
- Broken bones
- Afraid of physical contact
- Cuts and grazes
- Violent behaviour during role play
- Cigarette burns
- Unwillingness to change clothes
- Cowering
- Aggressive language and use of threats
- Bruising in unusual areas
- Changing explanation of injuries
- Not wanting to go home with parent or carer

Neglect

The persistent failure to meet a child's basic physical and /or psychological need, likely to result in the serious impairment of the child's health or development.

Symptoms:

- Lack of appropriate clothing
- Dirty
- Cold – complaining of
- Hunger – complaining of
- Body sores
- Urine smells
- Unkempt hair
- No parental interest
- Not wanting to communicate
- Behaviour problems
- Attention seeking
- Lack of respect
- Often in trouble – police
- Bullying
- Use of bad language
- Always out at all hours / lack of adequate supervision
- Lack of confidence – low self-esteem
- Stealing
- Jealousy
- Significantly underweight
- Neglect in pregnancy as a result of maternal substance abuse
- Child not provided with adequate shelter (e.g., exclusion from home)
- Lack of medical care

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration or non-penetrative acts. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Symptoms:

- Inappropriate behaviour – language
- Withdrawn
- Change of behaviour
- Role play
- Rejecting physical contact or demanding attention
- Rocking
- Physical evidence – marks, bruising
- Knowledge
- Pain going to toilet, strong urine
- Stained underwear
- Bruising/marks near genital area
- Drawing – inappropriate knowledge
- Relationships with other adults or children for example, being forward

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Symptoms:

- Crying
- Rocking
- Withdrawn
- Not wanting to socialise
- Cringing
- Bad behaviour
- Aggression
- Behaviour changes

- Bribery by parent
- Self-infliction
- Lack of confidence
- Attention seeking
- Isolation from peers – unable to communicate
- Clingy
- Afraid of authoritative figures
- Treating others as you have been treated
- Picking up points through conversation with children

Further information on understanding and identifying abuse and neglect, including examples of potential signs, can be found at 'What to do if you are worried a child is being abused – Advice for practitioners' on the Gov.uk website.

Appendix 3: Examples of Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance can be due to a range of factors including:

- Age
- Gender
- Sexual identify
- Cognitive ability
- Physical strength
- Status
- Access to economic or other resources (e.g., in exchange for something the victim needs or wants)

This abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. CSE and CCE can include:

- Use of force
- Use of enticement-based methods of compliance
- Violence or threats of violence
- Physical exploitation or it could take place online

Indicators of CCE:

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

Examples of Child Criminal Exploitation include:

- Children being forced to work in cannabis factories
- Being coerced into moving drugs or money across the country (county lines)

- Forced shoplifting or pickpocketing
- Threatening other young people

Indicators of CSE in addition to the above CCE indicators may include:

- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant

Appendix 4: Examples of Safeguarding Issues Against a Pupil

Examples of allegations of abuse against another pupil or child on child abuse could include:

Bullying (including cyberbullying)

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching, or serious sexual assaults
- Forcing others to watch pornography or take part in sexting (youth produced sexual imagery)
- Up skirting (taking a picture under a person's clothing without them knowing)

Sexual Exploitation

- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts

Initiation / hazing type violence and rituals

Further advice and support for schools is available in: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges.

Appendix 5: Examples of Signs of Vulnerability to Radicalisation

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk.

Signs of vulnerability include:

- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion

- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups, or faith
- Isolation from peers
- Becoming withdrawn in class
- Disengagement from work
- Aggressive behaviour towards peers
- Rebelling against school rules
- Attendance – change in pattern

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour, and peer relationships
- Secretive behaviour
- On-line searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race, or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

Early indicators of a family at risk may include:

- Not buying into the Trust or school's ethos
- Questioning particular policies
- Keeping apart from other parents

Appendix 6: Mental Health

Schools can access a range of advice to help them identify children in need of extra mental health support. More information can be found in:

- Mental Health and Behaviour in School Guidance (DfE, November 2018)

Further guidance can be found on supporting children's mental health in:

- Preventing and Tackling Bullying
- Mental Health and Behaviour in Schools

Appendix 7: Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass but is not limited to psychological; physical; sexual; financial and emotional.

All children can witness and be adversely affected by domestic abuse. Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children.

Appendix 8: Female Genital Mutilation and Honour Based Abuse

'Honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community. This includes:

- Female Genital Mutilation (FGM)
- Forced marriage

If staff have a concern regarding a child that might be at risk of HBA or has suffered HBA they should inform the designated safeguarding lead. The DSL will activate local safeguarding procedures for multi-agency liaison with police and children's social care.

In the case of FGM, teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out after informing the designated safeguarding lead.

Key Contacts:

[Barnsley Safeguarding Children Partnership for advice: 01226 775859](#)

[Barnsley Early Help service: earlyhelp@barnsley.gov.uk](mailto:earlyhelp@barnsley.gov.uk)

[Barnsley Schools Alliance: admin-schoolsalliance@barnsley.gov.uk](mailto:admin-schoolsalliance@barnsley.gov.uk)

[Children's Social Care front door – urgent referrals only: 01226 772423](#)

[Barnsley Cohesion and Prevent Officer – 01226 787733](#)

[LADO \(LA Designated Officer – 01226 772341 / \[ruthholmes@barnsley.gov.uk\]\(mailto:ruthholmes@barnsley.gov.uk\)\)](#)

Annex to Child Protection Policy

COVID-19 changes to our Child Protection Policy

This amendment is applicable throughout the period of the Covid 19 pandemic. Amendments which apply specifically to periods of National Lockdown where schools are asked to restrict attendance are identified in blue text.

Response to COVID-19

There have been significant changes within our schools in response to the outbreak of COVID-19. We recognise that through the academic year 2020-21, there are likely to be continued periods where children or members of staff will be absent from school through illness or through self-isolation and also periods where schools may be asked to restrict attendance to all but vulnerable pupils and the children of critical workers.

Despite these changes in circumstances, our Child Protection Policy is fundamentally the same: children and young people always come first. Staff should respond robustly to safeguarding concerns

in line with our current policy and contact the Designated Safeguarding Lead (DSL) in line with our established safeguarding procedures which are outlined within the main body of this policy. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following advice from government, the Local Authority and local agencies.

The Designated Safeguarding Lead in our school is: [insert name, contact number, email]

The Deputy Safeguarding lead(s) is/are: [insert names, contact numbers, emails]

Adapted Safeguarding Procedures During COVID-19 Pandemic

Vulnerable Children:

Vulnerable children include those children who:

- Are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- Have an education, health and care (EHC) plan
- Have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - Children on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - Adopted children or children on a special guardianship order
 - Those at risk of becoming NEET ('not in employment, education or training')
 - Those living in temporary accommodation
 - Those who are young carers
 - Those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - Care leavers
 - Others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

It is the responsibility of the school, through the Headteacher (and Designated Safeguarding Lead if this is not the headteacher) to work together with the Local Authority and Social Worker (where applicable) to encourage all vulnerable pupils to attend school during any periods where attendance at school is restricted (for example during a National Lockdown). If any parent or carer of a vulnerable child chooses not to send their child to school during these periods, the school should ensure that the child has access to an appropriate education and any other necessary support while at home.

The school should also ensure that they have a system in place to keep in weekly contact with vulnerable pupils who are not attending school (due to either self isolation or during a National Lockdown), including liaising with the child's Social Worker (if applicable). This contact can include telephone calls and virtual meetings (for example during remote teaching or via a virtual meeting). For periods of National Lockdown, this weekly contact must include one meeting where the child is seen physically in person (either via a home visit or one to one visit into school).

During these points of contact, the school should check that the family and children are safe and well and whether the family require any assistance, for example, support with food. [The school should ensure that any pupils who are self-isolating and are entitled to free school meals are provided with either a daily meal or a weekly food package. The schools should also ensure that during any periods of restricted attendance at school such as a National Lockdown, that either food parcels or free school meal vouchers are provided to all families entitled to Free School Meals].

All phone calls and, if necessary, any home visits must be logged on the school's safeguarding recording system. The log should include the date, time, name(s) of members of staff who conducted the call/visit, names of all people who contact was made with and any relevant details regarding the contact.

Any and all concerns raised, either during the use of remote learning technology, by telephone or doorstep home visits, must be recorded and passed onto the Designated Safeguarding Lead or, if unavailable, Deputy Safeguarding Lead, immediately.

If, for any reason, the school has to stop on-site educational provision on the advice of Public Health England (PHE) at any point during the pandemic, the school must inform both the Chief Executive Officer of St. Mary's Academy Trust and the Local Authority in order to discuss any alternative arrangements for the education of vulnerable children.

Risk Assessment for Home Contact and Home Visits

- Schools must undertake a risk assessment to consider how to manage the implications of COVID-19 alongside other risks perceived to the child and members of staff during home visits.
- All home visits will involve two members of staff to ensure safe working procedures.
- Home visits will be a doorstep visit with members of staff not entering the property and maintaining appropriate social distancing measures.
- Contact with parents and carers should be conducted wherever possible within school hours and using school email accounts and devices.
- The risk of COVID-19 does not override the duty on the school to ensure children and young people are safe.
- School's must follow St. Mary's Academy Trust's Lone Working Policy and the school's Home Visits policy.

Working Closely with External Agencies

- Schools must continue to liaise with all necessary professionals as is usual practice.
- All safeguarding meetings (e.g., Early Help, TAF, Child Protection Conferences) can be resumed as normal with social distancing measures in place or online remotely. During any periods of National Lockdown, these meetings should take place remotely and be in line with any National Guidelines.
- All Child Protection Plans should still be progressed as expected.
- For Looked After Children, the Designated Safeguarding Lead should liaise with the virtual school head as appropriate to ensure a regular line of communication is established.
- Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting children's services are listed in 'Key Contacts' at the end of this appendix.

- Should a child, in the school's view, be at risk of significant harm and local agencies are not able to respond, the school should contact: **Children's Social Care front door for urgent referrals only on 01226 772423**

Staffing of Schools

The headteacher of each school needs to ensure that the school is sufficiently staffed for the number of pupils attending including:

- In each school, there should be available a member of staff with Designated Safeguarding Lead training. If at any point this becomes not possible due to illness the Chief Executive Officer should be informed immediately.
- The school's approach ensures the DSL, or a deputy is always on site while the school is open. If the Designated Safeguarding Lead or a deputy are not on site in school at any time, they must ensure that they are contactable via telephone. The DSL will email all staff by 9am to advise they are acting in an off-site safeguarding role and ensure that all staff have their contact details in case they are needed.
- There must be a member of staff on site in school each day who is first aid trained. In addition, if there are any Foundation Stage pupils on site, there must also be a member of staff who is paediatric first aid trained.
- The school should inform the Chief Executive Officer and HR of any members of staff who are self isolating or sick at any point on the first day of their absence in order to enable a central record of staffing levels to be maintained.

Staff Will be Aware of Increased Risk

The pressures on children and their families at this time are significant. As such we will prioritise the wellbeing support that we provide, including through quality first teaching and additional tailored and personalised support as appropriate. This focus on wellbeing will continue during any periods of restricted attendance at school for both the children who continue to attend school and those children accessing remote learning at home, including through weekly wellbeing lessons, assemblies, and collective worship online.

Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns. Where appropriate, schools should provide pastoral care for families. This may include:

- Helping parents, carers and pupils to make a weekly plan or structure that includes time for education, playing and relaxing to help reduce stress and anxiety for families if families are required to self-isolate.
- Providing one-to-one sessions for specific vulnerable children or families (this should be discussed and approved by the senior leadership team to assess any risks).
- All members of staff being vigilant of the mental health and wellbeing of all children and ensure that any appropriate support is put in place.
- Schools can access a range of support services during this time including:
 - Wellbeing for Educational Return Programme (DfE)
 - Every Mind Matters (PHE)
 - Local Authority referral services

Child on Child Abuse

We recognise the potential for abuse to go on between children. Our staff will remain vigilant to the signs of peer-on-peer abuse, including those between children who are not currently attending our provision due to the need to self-isolate or due to restricted attendance at school during a National Lockdown.

Risk Online

Our schools will use Google Classrooms to deliver online remote learning for pupils. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children are learning at school.

The following actions will be taken to ensure that our children keep safe online:

- The Trust continues to ensure appropriate filters and monitors are in place.
- Our local governing body will remotely review online learning arrangements and a copy of the guidance provided to children and parents/carers to ensure they remain appropriate.
- Our schools have taken on board guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium. We have reviewed the code of conduct and information sharing policy accordingly.
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and all staff have been reminded of the school's code of conduct and behaviour policies and the importance of using school systems to communicate with children and their families.
- Staff have read the 20 safeguarding considerations for livestreaming prior to delivering any livestreamed sessions.
- Both children and parents will receive guidance from the school on how to keep safe online, including how to raise any concerns.
- Parents and carers should be informed of what their child is being asked to do online including:
 - The websites their child is being asked to access
 - The staff their child will interact with
 - How to set age-appropriate parental controls on digital devices
 - How to use internet filters to block malicious websites
- Parents and carers will receive information about keeping children safe online with peers, the school, other education offers they may access and the wider internet community through being informed about the following links:
 - Internet matters - for support for parents and carers to keep their children safe online
 - London Grid for Learning - for support for parents and carers to keep their children safe online
 - Net-aware - for support for parents and careers from the NSPCC
 - Parent info - for support for parents and carers to keep their children safe online
 - Thinkuknow - for advice from the National Crime Agency to stay safe online
 - UK Safer Internet Centre - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the Professionals Online Safety Helpline at the UK Safer Internet Centre

- Parents and carers and schools can report any harmful or upsetting internet content to the UK Safer Internet Centre
- Schools should be aware of how to report online bullying. Schools should support parents and children to report online bullying through the following organisations:
 - The National Crime Agency Child Exploitation and Online Protection Command
 - The Anti-Bullying Alliance
 - TootToot (an agency to allow children to directly report online bullying)

Allegations or Concerns about Staff

With such different arrangements children could be at greater risk of abuse from staff. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff from outside our setting (e.g., supply staff) will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

Any concerns should be raised with the LADO at the local authority.

If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with Keeping Children Safe in Education 2022 using the address Misconduct.Teacher@education.gov.uk.

New Staff or Volunteers

St. Mary's Academy Trust will not have any volunteers in school or take on any new volunteers during this period.

New employees must have an induction before starting or on their first morning with the DSL or a deputy. New ITTs (Initial Teacher Trainees) must have an induction with their mentor or DSL. The induction checklist must be followed including: - they must read Part One and Annex A of Keeping Children Safe in Education 2022, the school child protection policy, the behaviour policy, the whistleblowing policy, the code of conduct and Guidance for Staff during Covid-19. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- The member of staff has completed relevant safeguarding training in line with other similar staff
- They have read Part I and Annex A of Keeping Children Safe in Education and St. Mary's Academy Trust Child Protection and Safeguarding Policies
- Prohibition checks have been carried out where relevant
- Where the role involves regulated activity and the appropriate DBS has been undertaken by that setting, we will undertake a written risk assessment to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting

Our child protection procedures hold strong:

- When undertaking ID checks on documents for the DBS it is reasonable to initially check these documents online through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee arrives for their first day
- The school will update the Single Central Record of all staff working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by the Headteacher of who is working in the school each day

Personal Data and GDPR

Schools and colleges should continue to follow the guidance outlined in the Data Protection Toolkit for schools when managing personal data and may need to consider:

- Taking care not to share contact details when emailing multiple people
- Being careful when sharing usernames and other personal data for access to online resources
- Providing access to school data systems safely

This policy has been remotely approved by Governors on [date] and is available on the Trust and each school's website.