

ILLUMINATE MINDS TRUST

SAFEGUARDING POLICY



Access to Trust Schools

Identifying individuals that access the site

Adults who need to access the school can be identified by the following lanyards:

Fairford Academy	These adults are DBS checked and included on our Single Central Record.
Pelham School	These adults are DBS checked and included on our Single Central Record.
Central Trust Staff	These adults are DBS checked and included on our Single Central Record.
TRUSTEES / GOVERNORS	These adults are DBS checked and included on our Single Central Record.
Volunteers	These adults are DBS checked and included on our Single Central Record to work in our schools.
Visitors (approved)	These adults are usually employed by the Local Authority /NHS/Health / Social Care have been DBS checked and are approved to work in our schools.

New staff (pre-DBS clearance)	Where staff are employed in the school and awaiting their DBS clearance, a risk assessment must be in place whereby the member of staff is accompanied until clearance is obtained.
Visitors (other including parents/ carers)	Lanyards are only worn where the visit is an individual occurrence and not part of a wider open day or school event in which case parents / carers are identified by visitor stickers or named stickers.

There is a leaflet in each school reception with basic Safeguarding information and the names of the Designated Safeguarding Leads on that school site.

Illuminate Minds Trust recognises the moral and statutory responsibility to safeguard and promote the welfare of all pupils with our academies. We endeavor to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice in line with our statutory duty and in accordance with Keeping Children Safe in Education September 2022 issued under Section 175 of the Education Act 2002, the Education Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015.

Overview

Each school within our Trust maintains a local policy regarding safeguarding, which is available on their individual websites. This outlines how each school delivers safeguarding at a local level and is reviewed on an annual basis by the Local Advisory Committees. Senior Leaders in each school work collaboratively and review their local policy annually to ensure that these documents are aligned and clearly reflect operationally the Trust ethos and approach to keeping children safe in education as reflected in the Trust Safeguarding and Child Protection Policy Statement.

This document provides the overarching Safeguarding Policy statement for the Trust and is the policy against which each local school is delivering. This policy is also reviewed on an annual basis by the Trust Board and disseminated to local schools through the Trust Senior Leadership T

Introduction and Ethos: Safeguarding Children and Young Persons Policy

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents. Our Trust fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at one of our schools. The elements of our policy are prevention, protection and support.

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from our schools, or who go missing from education, particularly on repeat occasions. Our schools therefore ensure that there is a consistent joined-up approach to safeguarding and attendance in accordance with Keeping Children Safe in Education September 2022 and Working Together to Improve School Attendance 2022.

This policy statement applies to all pupils, staff, supply staff, parents, governors, volunteers and visitors in schools across our Trust.

This policy statement will be reviewed at least annually and/or following any updates to national and local guidance procedures. Any reviews will be communicated to staff through the weekly Excellence Every Day Trust News communication and annually through refresher / update training which takes place at the start of each academic year.

The Illuminate Minds Equality Statement

We recognise that some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions

- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

Safeguarding Children & Young Person Policy Document

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Our Trust, through the embedding of each schools' Core Values, will ensure that all children and young people have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.

Staff, Governors and Trustees alike have a duty to ensure that our pupils are safe not only when attending school but also in the wider community.

Ensuring that the Safeguarding Policy is updated as and when required is the responsibility of the Designated Safeguarding Lead for the Trust Director of Safeguarding, who will undertake this process in conjunction with the Head Teachers or their deputy designated Safeguarding Leads in each school.

Illuminate Minds Trust is a family of schools and all those directly connected to our Trust school communities (staff, volunteers, trustees, governors, parents, families and pupils) have an essential role to play in making it safe and secure. As a community, we recognise our statutory responsibility to safeguard and promote the welfare of all children and we promote this ethos through creating an environment within each school that helps children to be safe and feel safe. In our schools children are respected and encourage to talk openly.

Our core safeguarding principles are:

- We are an important part of the wider safeguarding system for children.
- Safeguarding is everyone's responsibility - it is the whole school responsibility to safeguard and promote the welfare of children.
- Our response to concerns is focused on what is in the **best interests** of the child.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All children have a right to be heard and to have their wishes and feelings taken into account.
- All our staff understand safe professional practice and adhere to our safeguarding policies.

As a collaborative and ethically driven family of schools, we are committed to ensuring:

- there is clarity around local systems and these are communicated regularly and effectively to all members of our school communities.
- the curriculum in each school will provide activities and opportunities for children to develop the skills they need to identify risks, stay safe and how and when to seek support.
- our schools will work in partnership and endeavor to establish effective working relationships with parents, carers and colleagues from other agencies to ensure information is shared appropriately and in a timely manner to keep our children safe.
- staff within our schools will be trained to recognise potential risk factors, understand the contextual safeguarding and know where and how to refer if they are concerned.
- staff are aware of the need to recognise risk related to children who are disabled and have specific additional needs; have special educational needs (whether or not they have a statutory education, health and care plan); are young carers; are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and criminal exploitation; are frequently missing/goes missing from care or from home; are misusing drugs or alcohol themselves; are at risk of modern slavery, female genital mutilation, trafficking or exploitation; in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; are currently looked after, have returned home to their family from care; are showing early signs of abuse and/or neglect; are at risk of being radicalised or exploited; are privately fostered

1. Definition of Safeguarding

“Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted, September 2016).

The Safeguarding policy will be reviewed on an annual (minimum) basis by the Trust Board which has responsibility for oversight of each schools’ safeguarding and child protection systems. The Designated Safeguarding Lead in each school / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the individual school Local Advisory Committee. The committee will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility. The CEO will provide an annual report on safeguarding across the Trust to trustees to ensure trustees are assured of the effectiveness of the practices in each school to keep children safe, the knowledge and ability of the staff within each school to carry out their safeguarding duties and any specific trends, challenges or contextual issues which will support trustees in their understanding of the challenges, risks and mitigations in relation to keeping children safe in education.

There are four main elements to our child protection policy

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all staff (including temporary staff and volunteers) as well as governors and trustees.

2. Context

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- DfE guidance Keeping Children Safe in Education 2022 (KCSIE)
- Working Together to Safeguard Children 2018 (WTSC)
- Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2016)
- Framework for the Assessment of Children in Need and their Families (2000)
- Early Years and Foundation Stage Framework 2017 (EYFS)

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

The school specific policies recognises a range of specific safeguarding issues including (but not limited to):

- Bullying (including cyberbullying)
- Upskirting
- Children Missing Education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child on Child Sexual Violence and Sexual Harassment
- Disclosure
- Domestic Abuse
- Drugs and alcohol misuse
- Equality and Inclusion
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Honour based abuse
- LGBTQ+ Voice and Safe Space
- Mental health
- Missing children and adults
- Online safety
- Prevent duty (radicalisation and extremism)
- Private fostering
- Relationship abuse
- Human trafficking and modern slavery
- Youth produced sexual imagery or "Sexting"

3. Supporting Policies

Our approach to safeguarding and procedures around keeping children safe in education are supported by other local school and Trust policies which include, but are not limited to:

Anti-Bullying Policy Amend in light of KCSIE 2022

Attendance Policy Amend in light of Working Together to Improve School attendance

Behaviour and Relationship Policy

CCTV Policy

Collective Worship Policy

Recruitment Policy Amend in light of KCSIE 2022

Whistle Blowing

Physical Intervention

GDPR / Data Protection Policy

Links to Other Agencies

NSPCC - National Society for the Prevention Cruelty to Children (<https://www.nspcc.org.uk/>)

Terminology

Child protection refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance (see Keeping Children Safe in Education [Working Together to Safeguard Children, An Interagency Guide to Safeguard and Promote the Welfare of Children](#)) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child/pupil refers to all children and young people.

Parent/Carers refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents. **Our Safeguarding Policy Statement sets the standard to ensure all of the Trust academies:**

- have trained Designated Safeguarding Leads (DSLs) who share overall accountability for safeguarding in their school in accordance with KCSIE 2022 and whose names are clearly displayed for staff, pupils and visitors to see.
- have clear procedures in place to handle allegations of abuse against children.
- comply with KCSIE Part 2 via the management and review of Safeguarding through internal systems, quality assuring these through the monitoring systems of the Local Advisory Committees for each school and the named Trustee responsible for Safeguarding.
- have in place safeguarding arrangements which are designed to take account of all possible safeguarding and contextual safeguarding concerns including but not limited to Child & Criminal Sexual Exploitation (County Lines), FGM (Female Genital Mutilation), Online safety, Preventing Radicalisation, Homelessness, Domestic Abuse, Child on Child Abuse including sexual harassment and sexual violence as outlined in KCSIE 2022.
- ensure staff are aware of mandatory reporting duties relating to radicalisation and female genital mutilation.
- understand and recognise the importance of reporting and recording concerns and how these may form part of a wider picture which identifies harm being caused to a child. Staff are aware that children may now feel ready or know how to tell someone that they are being abused.
- adhere to KCSIE Part 3: Safer Recruitment practices, ensuring that there is always at least one member of staff in every recruitment process who has up to date Safer Recruitment training. Only full applications are accepted in the application process and for short listed candidates, online searches may be considered as part of our due diligence checks.

- record, monitor and review child protection, safeguarding, contextual safeguarding and risk issues through local systems and multi-agency working, which culminate in accurate reporting and external scrutiny arrangements.
- provide appropriate safeguarding and child protection training for governors and Trustees, at induction and at regular intervals
- have arrangements for working together with other agencies and for sharing information with other professionals including knowledge of relevant Local Authority Designated Lead details and Safeguarding Hubs (previously Local Children's Safeguarding Boards) in accordance with KCSIE Part 1.
- take account of the local authority's procedures and practices.
- ensure the policies for Behaviour and Relationships, Positive Handling, Attendance, Prevent, On-Line Safety, Allegations Against Staff (and other staff including supply teachers and volunteers) and Whistleblowing.
- embed a culture where the voice of the child is paramount to promote equality and inclusion.
- ensure pupils with protective characteristics are well supported and protected. Take positive action to deal with the disadvantage these pupils face. Making reasonable adjustments for children with disabilities and supporting pupils (girls) if there is evidence that they are being subjected to sexual violence or harassment.
- recognise the specific needs of students requiring mental health support, students who are and were previously Looked After and those who have specific educational needs and disabilities and how these individual needs may impact on a child's ability or willingness to communicate or disclose.
- provide appropriate supervision and support for staff including undertaking safeguarding induction and training and local in-school opportunities for the debriefing of staff including remote and virtual working training and protocols
- follow clear policies for dealing with allegations against people who work with children. procedures are in place for confidentiality sharing low level concerns and there is a lessons learned debrief around unsubstantiated and substantiated cases.
- teach children the skills they need to help safeguard themselves and others, including healthy relationships and online safety through teaching and learning opportunities as part of a broad and balanced curriculum in line with Relationships Education, Relationships & Sex Education (RSE) and Health Education (June 2020, updated July 2020)
- put in place appropriate safeguarding responses to children who go missing from education to correlate with the Trust Attendance Policy.
- recognise a child's right to confidentiality and the principles in sharing information to assist in assessing and responding to safeguarding concerns or allegations of abuse.

Policy Consultation and Review

The policy is made available on each school's website. This policy statement is made available on the Illuminate Minds Trust website and via a link on each schools' website. A hard copy of the policy is also made available on request from each school office. Parents and carers are also informed about this policy when their children join one of our schools and through school newsletters.

We recognise the expertise our staff build by undertaking robust safeguarding training and managing safeguarding concerns on a daily basis. We therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is communicated to all staff at induction alongside a Staff Handbook / Code of Conduct, Behaviour Policy and Attendance Policy. In addition, all staff are provided with Part One of the statutory guidance *"Keeping Children Safe in Education (2022)"*. All staff working in our academies are expected to read and sign that they have read all information provided to them around keeping children safe on an annual basis and in line with any national legislative guidance and a record of this kept centrally within each local school.

The policy will be reviewed on an annual basis by each school's Local Advisory Committee and within the context of the Trust Policy Statement which clearly establishes the approach adopted by all of our schools and our collective agreed approach to keeping children safe in our schools.

4. Key Responsibilities

Designated Safeguarding Lead (DSL)

Each school has appointed a member of the leadership team as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in our schools.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and any deputy DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

Deputy DSLs are trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Coordinate safeguarding action for individual children
- In the case of Children Looked After the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- Liaise with other agencies and professionals in line with Working Together To Safeguard Children 2018.
- Ensure that locally established referral procedures are followed as necessary
- Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's role in any multi-agency plan for a child.
- Be available for staff in the school to discuss any safeguarding concerns
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within Keeping Children Safe in Education 2019.

Members of Staff

All members of staff have a responsibility to:

- To provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- To understand the early help process and their role in it.
- To understand your schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.

- 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. Understand that children may not be ready or be able to disclose abuse.
- Take positive action, where proportionate, to deal with the disadvantages faced by pupils with protected characteristics. They should make reasonable adjustments for disabled children and support girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.
- Be aware of their responsibilities outside of school hours.
- Reinforce with parents and carers the importance of on line safety sharing information about school filters, sites children are asked to access and updating parents who from school will be interacting online with their child.

Children and Young People

Children and young people (pupils) have a right to:

- Contribute to the development of school safeguarding policies
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.
- A safe space to speak for LGBTQ+ Pupils.

Parents and Carers

Parents/carers have a responsibility to:

- Understand and adhere the relevant school/policies and procedures.
- Talk to their children about safeguarding issues with their children & support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.

Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school websites.

5. Disclosure

A child/young person may tell you that he/she has been abused. Alternatively, you may have good reason to suspect that abuse is taking place. Where the child/young person feels able to talk about abuse to an adult, it is generally a sign of a strong and trusting relationship. All staff must be aware that children may not feel ready or may not know how to tell someone that they are being abused neglected or exploited and may not recognise their experiences as harmful. E.g. a child may feel embarrassed humiliated or are being threatened. This may be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having professional curiosity and speaking to the designated safeguarding lead DSL if they have concerns about a child.

It is important to build trusted relationships with pupils which facilitate communication, or explore ways in which children can communicate their thoughts and feelings.

Illuminate Minds Trust is committed to creating and maintaining a robust culture of keeping everyone safe, educated and well informed. Training for governors, trustees', staff, pupils,

parents/carers and governance is enhanced by written documentation and embedded safeguarding processes.

This includes:

- An environment that acknowledges and supports challenge
- An environment where everyone is treated as an individual
- An environment that provides all the relevant resources required to keep people safe

Illuminate Minds Trust academies will always have a Designated Safeguarding Lead on site during usual school hours. The names and photographs of all DSLs will be displayed in every school reception area and around the school to ensure that both staff and children are aware of who in the school is available to advise or help them.

Sensitive information, in line with General Data Protection Regulations (GDPR), will always be securely locked within locked filing cabinets in a designated room which is only accessible to clearly identified personnel. Only information that is relevant in keeping each individual safe is shared between agencies. A record of what has been shared is kept by the Lead DSL for each school.

Indications of abuse in young people who have disabilities/medical needs.

Our Trust acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

As an organisation, we will ensure that children with SEN and disabilities, specifically those with communication difficulties, will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities or certain health conditions can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be aware of these pupils vulnerabilities and are encouraged to be professionally curious and to explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability or illness. Staff should be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

Staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. In many cases abuse will take place concurrently both online and offline. Understanding that children can abuse other children online, taking the form of abusive, harassing and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around group chat groups and sharing images to those who do not want to receive such texts.

It is better to report a hundred cases where no abuse is occurring than to miss one case. Any worry or concern about a child must be reported.

6. Key Safeguarding Personnel and Procedures

Illuminate Minds Trust ensures that there are trained Designated Safeguarding Leads (DSLs) available during the hours of 8am and 4:30pm pm Monday to Friday (covering the school day/breakfast/after school clubs). Any urgent safeguarding concerns out of these times should be directed to the Head Teacher or if someone is in immediate danger then call 999 for emergency services.

School based DSLs will:

- Keep written records of any concerns/investigations.
- Refer concerns/investigations to appropriate agencies (Social Services/Family Wellbeing/Police).
- Attends/contributes to Child Protection Conferences.
- Provides face to face Safeguarding Training to staff as part of their induction.
- Coordinate and monitor Child Protection procedures.
- Develop effective links to appropriate agencies.
- Be instrumental in updating Safeguarding Policy as part of the wider Trust safeguarding team.
- Liaise with the nominated Safeguarding Trustee.
- Inform staff of changes as soon as practically possible.
- Attend additional training as required.
- Ensure that all relevant local and national changes or updates to safeguarding policy and procedures are communicated to all staff.
- Ensure that children's safeguarding record are shared with new schools within 5 days of transition to the new school.

Our Trust is committed to ensuring that staff respond appropriately and sensitively if a child/young person chooses to disclose that he/she has been abused. All staff will follow the same approach outlined below:

A	Confidentiality	Never tell the child/young person and or adult you will keep secret what they have told you. Tell the child/young person you must talk to other people who can help. Ask with whom he/she wants to talk?
B	Listen	Repeat the child's/young person's words - to ensure you are hearing them correctly.
C	Stop	Do not be tempted to ask more questions than necessary - this could confuse the child/young person.
D	Reassure	Explain to the child/young person they are not to blame.
E	Believe	Explain to the child/young person you believe what they are telling you.
F	Affirm	I am glad you told me? It was right to tell. You have been brave to tell me etc.
G	Follow up	Make arrangements with the child/young person to speak to them later. They have chosen you as the adult they can trust.
H	REPORT	Immediately report what you have heard to a Designated Safeguarding Lead Report verbally and write, verbatim, what the child/ young person has said to you or record accurately on CPOMS. Remember to date and sign what you have written. Use a body map if necessary.
I	Examination	Do not attempt an examination or remove a child's/young person's clothes to look further at an injury. The child/young person should only be examined by an appropriate doctor. It may be possible to observe the child/young person during the normal school routine - physical education or swimming. If a child/young person wants to show you his/her injuries, make sure that a colleague is with you as a witness. Try to arrange for one of you to be of the same sex as the child/young person.

The following factors may contribute to a child/young person's difficulty in explaining what has happened:

- They cannot find the words to say what is happening because of age, learning, language and hearing difficulties.
- They may feel embarrassed humiliated or are being threatened. This may be due to their vulnerability, disability and/or sexual orientation or language barriers.
- They do not have an adults' permission to tell and actual or implied threats have been used
- They have found they cannot trust a parent or an adult who they believed they knew well.
- They assume that they will not be believed.
- They believe silence will help to protect others in their family.
- They have been forced to take the blame for what is happening.
- They do not know what the alternatives are or have access to agencies which can offer protection and/or help.
- They are not yet ready to talk about their experience - they do not feel safe enough.

Child/Young Person Protection- Guidance on Procedures for responding to allegations or suspicions of abuse.

- The school (through a DSL) **is required to make a referral within 24 hours** (in writing or with written confirmation of telephoned referral) of disclosures of allegations or suspicions of abuse, or other actual or likely significant harm to a child/young person, to the local social services department rather than investigation by the school.
- There is a requirement for joint consideration between the school and the local social services department of subsequent actions, including continuing protection of children and adults in the light of the allegation or suspicion, and when and how to inform any person who is the subject of the allegation or suspicion, and the parents/carers of each child involved.
- The placing authorities of the child/young person involved must be notified of any allegation or suspicion of abuse and of the initiation and outcome of any child/young person protection enquiries (under Section 47 of the Children Act 1989) involving the school.
- Any evidence known of children/young people becoming involved in prostitution or of unauthorised persons picking children/young people up, contacting children/young people in the school, or observed trying to make contact with the children/young people outside of the school must be reported by a DSL.
- The school should consider measures that may be necessary to protect individual children/young people following an allegation or suspicion of abuse being made.
- If a member of staff feels that practices in the school could put pupils at risk of serious harm or abuse, they must first raise their concerns with the Head Teacher and, if they feel their concerns have not been heard or acted upon, the member of staff should escalate this to the Trust CEO. Further escalation where no action is taken would then be made to the Chair of the Trust board and, ultimately, to the LADO. .
- There is a clear procedure of confidentiality sharing concerns. Concerns are shared between the Head Teacher, Director of Safeguarding (DoS) and CEO. For external contractors we will also contact their employer.
- The Head Teacher DoS and CEO would take advice from LADO where they felt it was appropriate, if unsure whether low-level concerns meet the harm threshold.
- All concerns, not just those that are substantiated, in relation to allegations about staff, will result in a review of lessons learned.

7. Multi-agency Working, Confidentiality and Information Sharing

Illuminate Minds Trust is committed to working with other professionals and agencies in line with statutory guidance (WTSC 2018)

Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. The Trust recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

We recognise that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis. All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. The Trust adheres to the DfE Guidance on Information Sharing (July 2018).

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Beverley Evans (DoS), who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to

Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

8. Record Keeping – Child/Adult Protection

All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded electronically via CPOMS or in writing. CPOMS is used as the recording mechanism for safeguarding concerns throughout Illuminate Minds Trust. Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only. All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL, within 5 days of transfer to the new school, and a receipt of delivery will be obtained.

The Trust, in line with KCSIE 2022, adopts the stance that over-recording and communication / recording of small concerns is essential in maintaining a robust safeguarding culture. If small concerns are not recorded and passed to a central source, the DSL, it is possible that an incomplete picture of a particular child/young person may be held by a number of staff members who, if they collated the information, would find that a much more worrying picture was emerging. The DSL should be in a position to build up the jigsaw and can only do so if all staff members record and share all their concerns. Therefore, it is imperative that staff recognise the importance of recording and communicating all concerns. Over-reporting is preferred and encouraged to ensure all children are kept safe.

Remember, the records we keep serve as a database for future decisions.

“Be prepared to think the unthinkable and

Believe the unbelievable”

Ray Wyre Gracewell Clinic 1987

9. Concerns involving members of staff

- The Trust recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher or deputy in their absence who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported to the CEO who will contact the LADO in the first instance. Where a concern is raised about the CEO, this should be reported to the Chair of the Trust Board who will make contact with the LADO.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team. All members of staff are made aware of the school’s Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
- As an employer, we have a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

All staff need to be aware that it is a disciplinary offence NOT to report concerns about the conduct of a colleague that could place a child at risk.

When in doubt-consult

Failure to immediately report any actual or suspected physical, sexual or emotional abuse or neglect of a child/young person is a disciplinary offence.

10. Complaints

- The Trust has a **Complaints Procedure** available to parents, pupils and members of staff and visitors who wish to report concerns. This can be found on our website.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations against Staff policy**. This can also be found on our website.

11. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of Part One of “*Keeping Children Safe in Education*” (2022) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2022. Members of staff have signed to confirm that they have read and understood Part One and Annex A.
- The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the school’s internal safeguarding processes.
- All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.
- All staff members (including temporary staff) will be made aware of the schools expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy.
- The CEO will provide an annual report to the Trust Board detailing safeguarding training undertaken by all staff and Head Teachers in each school will maintain up to date register of who has been trained.

12. Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the school’s Code of Conduct.
- Staff should be aware of the school’s **Behaviour and Relationships and Physical Intervention Policies**, and any physical interventions must be in line with agreed policy and procedures.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school’s online safety and Acceptable Use policies.

13. Staff Supervision and Support

Any member of staff affected by issues arising from concerns for children’s welfare or safety can seek support from the DSL. Supervision of DSL staff dealing with highly emotive and challenging information is an area which the Trust is committed to exploring further through the establishment of a cross-Trust DSL network and support group to provide a forum for mutual support and training. This additional support for staff will ensure that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and key members of staff holding responsibility for safeguarding have regular reviews of their own practice to ensure they improve over time. Staff can also approach organisations such as their Union, our commissioned Employee Assistance Service or other similar organisations directly.

14. Safer Recruitment

Illuminate Minds Trust is committed to ensure that our schools develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with pupils and staff. The Trust Board and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance. The CEO and Head Teachers are responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance. The CEO will ensure that at least one of the panel who conduct the selection and interview process, has completed safer recruitment training.

We are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools. Staff are advised to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings at the point of application. Integrity and transparency are key in keeping children safe.

As part of our recruitment process we only accept applications from candidates through a full application form, CVs alone, are not acceptable.

We promote a culture of safeguarding and each school will ensure that potential candidates are given the correct messages about the schools' commitment to recruit suitable staff. Advertisements will show that as part of school's due diligence checks on shortlisted candidates, the school might elect to complete online searches.

15. Preventative Education/Procedures

Our schools implement and adopt sound policies and procedures on the management or situations where there is suspected abuse, supported through the curriculum (P.S.H.E.). This helps pupils and students acquire relevant information, skills and attitudes both to resist abuse in their own lives and to prepare them for the responsibilities of their adult lives, including parenthood.

Our curriculum will include specific teaching about how pupils can keep themselves safe and recognising potential risks.

In addition to the regular safeguarding training which includes types of abuse and their indicators the following is also mandatory for staff/volunteers and offered to parents/carers, multi-agency;

Female Genital Mutilation (FGM)

Child Sexual Exploitation (CSE)

Prevent Strategy

On line safety

Sexting

Child on Child Abuse

Domestic Violence

Our schools deliver safeguarding information/training in many ways as follows;

- Directly to the pupils through P.S.H.E. and specific focus days.
- Targeted training to individuals and/or groups as required where a current trend has been identified by our DSL Team.
- Training to Staff and Governors/ Trustees.
- Training to parents/carers
- Annual on-line to all staff.
- Staff induction, completed in the first week of employment.
- Regular updates on training days, through staff meetings and staff / Trust newsletters.

Parents/ad hoc visitors accessing our school sites are to remain in the main reception and must be accompanied by an approved adult / member of staff at all times.

Policies and procedures are available to staff at all times.

16. Child Abuse by Another Child: Child on Child

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

All peer-on-peer abuse is unacceptable and will be taken seriously regardless of the genders involved.

We have procedures in place to minimise the risk of child on child abuse and on every possible occasion staff will encourage children to be reflective and to practice restorative approaches.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

We will ensure that all victims and child perpetrators are supported through all concerns.

Most cases of pupils hurting other pupils will be dealt with under our school’s normal procedures for Behaviour and Relationships and anti-bullying, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)
- Involves technology, sharing images or cyber bullying.

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all involved children for whom we have responsibility within our schools (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate to seek advice on additional support.

We will minimise the risk of Child on Child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images . We will be mindful of the need to explain in age/stage /need type appropriate language the meaning and appropriateness of what has been said or done .
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation of play fighting type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by approaching their class teacher or any responsible adult.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Evidence suggests that some abused young people may themselves begin to abuse. All members of staff need to be aware of this and ensure extra vigilance, in those situations where one child/young person may be able to take advantage of another.

When abuse of a child/young person is alleged to have been carried out by another child/young person, it is important that the Safeguarding Children Procedure is followed in respect of both the victim and the alleged abuser. Abusers are themselves in need of services.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the Head Teacher.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputy/deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

17. Bullying

Bullying (both emotional and physical can constitute a child protection issue) Please refer to the anti-bullying policy.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

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

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

18. Female Genital Mutilation (FGM)

In April 2014 every school in England received new safeguarding guidelines and detailed information on identifying and responding to Female Genital Mutilation.

FGM is a procedure carried out on young girls between the ages of infancy and 15 years of age.

Female Genital Mutilation is classified as a form of Child Abuse in the UK. It therefore makes the procedure of it a serious Child Protection issue.

It is illegal for anyone to perform FGM in the UK or to arrange for a child to be transported to another country for the procedure. The maximum sentence for carrying out FGM or helping it to take place is 14 years in prison.

Staff receive training on FGM as part of their induction package, including how to report record concerns. There is a mandatory refresher annually.

The Daughters of Eve website helps to raise awareness of this issue and sign-posts those affected by it to supportive services: <http://www.dofeve.org/>

19. Child Sexual Exploitation

We believe that staff in our schools are well placed to teach pupils how to make positive choices and informed decisions in their relationships so that they can protect themselves from sexual and criminal exploitation. Positive relationships with school staff will encourage children to disclose any worries about their own safety or the safety of another pupil.

We promote healthy friendships and relationships through our whole school ethos, there are numerous policies in place to ensure staff have the right information and guidance to ensure they are equipped to keep the pupils and themselves safe. There is a commitment from senior management and our Trustees to deal with the issue of child sexual exploitation.

There are at least two Designated Safeguarding Leads on site at any one time, supported externally by a Safeguarding and Health and Safety Trustee and the CEO/ Executive Head Teacher.

Staff are taught the indicators to look out for in regards to Child Sexual Exploitation, safeguarding underpins their Core Values. Staff advocate appropriately for the pupils and their families.

20. Sexting is a child protection issue

Even if explicit material is sent or elicited without malicious intent the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are taught about sexting as part of their online safety education. The School takes incidences of sexting extremely seriously, and deals with them in accordance with child protection and safeguarding procedures, including reporting to the police.

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as youth produced sexual imagery) you must report it to a DSL immediately.

You must not :

- View, download or share the imagery yourself or ask a pupil to share or download it. If you have already viewed it you must tell the DSL.
- Delete the imagery or ask the pupil to
- Ask the pupil to disclose any information regarding the imagery, this is the DSLs responsibility
- Share information about the imagery with anyone else, this includes staff, the pupils it involves or their parents and carers
- Say or do anything to blame or shame any young people involved
- 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.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
 - The incident involves an adult
 - There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply, then the DSL, in consultation with the Head Teacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through a referral to the relevant police department or by calling 101.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded through CPOMS.

21. Prevent and Radicalisation

The School recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the electronic information available through the internet. The School will therefore aim to do the following:

- Educate pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material including that which is illegal under the Counter-Terrorism Act.
- Ensure that pupils are unable to access any inappropriate internet sites whilst using the school computers / laptops through the use of appropriate filtering, firewalls and security settings.
- Educate pupils through lessons and assemblies on the concepts of radicalisation and extreme ideology.
- Inform pupils on the importance of On-line Safety both through the ICT curriculum and PHSE education as well as through embedding these messages through cross-curricular approaches.

Linking the teaching with relevant school policies, including those on sex and relationships education, on-line safety, anti-bullying and child protection helps to ensure clear links with the whole school ethos.

If you have any concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

22. Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

FGM

If you discover that FGM has taken place or a pupil is at risk of FGM. The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing

to meet it.