Excellence, Aspiration and Care in Partnership

# Safeguarding: Safe Recruitment & Child Protection Policy

2026.27

Ashmole Trust

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| **Written by** | Mrs McLaren (Head of Inclusion) |
| **Approved by** | Mr Sullivan (CEO) |
| **Signed** | |
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# Safeguarding: Safe Recruitment & Child Protection Policy

**This policy will be reviewed annually by the relevant governors and Leadership Teams to keep up to date with National and Local Child Protection Practices.**

Ashmole Trust follows the procedures set out by the three safeguarding partners (the local authority; a clinical commission group with the local authority; and the chief officer of police in the area and takes account of guidance issued by the Department of Education through the Keeping Children Safe in Schools Guidelines 2026, Working together to Safeguard children and Early Years and Foundation Stage Framework (EYFS).

The three safeguarding partners and the Trust will work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

- Ensure that staff are aware that all staff have a responsibility to provide a safe environment in which children can learn.
- Ensure each academy or school has a designated senior person for child protection who has received appropriate training and support for this role and attends training refresher courses every year.
- Ensure each academy or school has a Deputy Designated Lead appointed who attends refresher training every year.
- Ensure each academy or school has a nominated Governor responsible for overseeing Safeguarding and Child Protection.
- Ensure that the Designated Lead and Deputy Designated Lead are familiar with the guidelines for their role outlined in Annexe A of the Keeping Children Safe in Education 2026.
- Ensure that staff are fully trained in safeguarding and child protection and that this is repeated annually and upon arrival at the academy or school. This to

include publication to all staff of Part 1 of the 2026 Keeping Children Safe in Education Guidelines including Annex A.

- Ensure every member of staff (including temporary and supply staff and volunteers) and Governing Committee knows the name of the Designated Lead, and Deputy Designated Lead responsible for safeguarding and child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Lead and in their absence, the Deputy Designated Lead.
- Ensure that Parent/Carers have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who has Children's Social Care involvement.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Low-level concerns will be recorded, reviewed and monitored to identify any patterns of behaviour that may escalate or indicate wider issues.
- Governors will oversee the low-level concerns process to ensure it is robust, transparent and compliant with KCSIE 2026.
- Ensure Safe Recruitment practices are always followed.
- Ensure that all staff and governors are aware of the responsibility for the Prevent Duty
- Ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2026

Our policy applies to all staff, Governors, volunteers and contractors working in any part of the Ashmole Trust.

There are nine main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff, volunteers and contractors to work with children.
- Raising awareness of safeguarding and child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed Child Protection Plan.
- Establishing a safe environment in which children can learn and develop.
- Ensuring the Prevent Duty is embedded in school policies and practices.
- Reassuring victims that they are being taken seriously and that they will be supported and kept safe. Students will not be given the impression they are creating a problem or made to feel ashamed for making a report
- The Trust will ensure that according to the Equality Act, it will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).
- The Trust will also take under consideration the Human Rights Act 1998 to respect and protect an individual's human rights when they make individual decisions about them.

## Governor/Trustee Responsibilities

**The Trustees and Governors**
Will have regard to the September 2026 Safeguarding Guidelines and any subsequent guidelines to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

**Safeguarding/Child Protection Policies**
The Trust/Governing Bodies recognise their responsibility to ensure there are effective policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

The Trustee/Governors, through the nominated Governor/s or Trustees will review annually the:

- Safeguarding, including Child Protection, Policy including appropriate safeguarding responses to children who go missing from education.

- Staff Code of Conduct including - acceptable use of technologies, staff/student relationships and communications including the use of social media.

The Trustee/Governors, through the nominated governor/s or Trustees will ensure that the child protection policy outlines procedures which

- are in accordance with government guidance
- refer to multi agency safeguarding partners (the local authority, a clinical commissioning group and the chief officer of police).
- are updated annually (as a minimum)
- are available publicly
- are followed by all staff.

**Staff Training**

All staff, including those who do not work directly with children, must read and understand Part 1 of Keeping Children Safe in Education 2026. This is a statutory requirement and applies to administrative staff, premises staff, contractors regularly on site, and any adults working within the school environment.

## Safe Recruitment

The Trust has an explicit written statement committed to safeguarding which is included in all materials pertinent to recruitment. This includes advertisements, job descriptions, application forms, competency frameworks and the website pertinent to vacancies.

All applicants must complete a standardised application form requiring the necessary information for safe recruitment. The Trust will use the Teaching Regulation Agency (TRA) to carry out prohibition from teaching checks, QTS checks and any other relevant suitability checks. Where applicants have lived or worked outside the UK, additional checks will be undertaken to verify sanctions, restrictions or prohibitions.
If a candidate is shortlisted, an online search may be conducted as part of the Trust's due diligence. This may help identify any incidents or issues that are publicly available online which the Trust may wish to explore further with the applicant at interview. Candidates will be informed if this occurs.

At least one panel member of any selection panel will have completed accredited safer recruitment training and will be responsible for ensuring the implementation of

safe recruitment practice. The Trust requires that at least one Governor and the CEO/Head Teacher for each academy or school are trained in safer recruitment.
Interviews, checks and vetting of candidates, and selection procedures will adhere to the advice issued by the DfE. The induction of new staff will include safeguarding so that all staff understand their roles and responsibilities and are confident in carrying them out.

Safeguarding checks and right-to-work checks must be completed before the person may start work where these checks are statutorily required.

The Trust will maintain a Single Central Record (SCR) for each school, recording all recruitment and vetting checks for employees, Governors, volunteers and individuals providing additional teaching or support.

Evidence of DBS clearance and identity checks are required for supply teachers, student teachers and other educational workers from agencies where their deployment involves regular unsupervised contact with pupils.

Checks on staff who have worked or lived abroad will include, where possible, checks from that country as well as full checks in the UK.

Contractors should not have access to pupils and will be supervised at all times. Where this is not possible (e.g., grounds maintenance or kitchen staff), evidence of full DBS checks will be required.
Visitors meeting staff and having no access to pupils do not require checks, provided they are supervised and do not enter pupil areas.

**Employer Safeguarding Reporting Duties**
In line with KCSIE 2026, the Trust will comply with all employer safeguarding reporting duties, including referrals to the Teaching Regulation Agency (TRA) where required. The Trust will ensure ongoing monitoring of staff suitability and take appropriate action where concerns arise.

## Alternative Provision Checked by the Inclusion Lead

Where the school places a pupil with an alternative provision provider, the Academy or school continues to be responsible for the safeguarding, welfare and educational progress of that pupil.
Before any placement is made, the school will complete a written risk assessment to ensure the provider is suitable and able to meet the pupil's needs. This will include

consideration of safeguarding arrangements, curriculum offer, supervision, behaviour expectations and the pupil's individual vulnerabilities.

The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on all individuals working at the establishment, including DBS checks and any other vetting the school would ordinarily complete for its own staff.

The school will maintain ongoing oversight of pupils placed in alternative provision, including monitoring:
• attendance and punctuality
• behaviour, engagement and wellbeing
• curriculum suitability and progress

• safeguarding concerns or incidents

Regular communication will be maintained between the school, the provider and parents/carers. Any safeguarding concerns arising in alternative provision will be shared immediately with the Designated Safeguarding Lead or deputy.

**Work Experience**
The Trust recognises that work experience placements form part of our safeguarding responsibilities.

Prior to any placement, the school will satisfy itself that the provider has appropriate safeguarding arrangements in place and that students will be appropriately supervised.

Where a placement involves regulated activity, the Trust will ensure that all necessary safeguarding checks have been completed.

Students will be provided with clear information about safeguarding, reporting concerns and who to contact should concerns arise whilst on placement.
Any safeguarding concern arising during a work placement must be reported immediately to the school's Designated Safeguarding Lead or Deputy.

**Homestay and Exchange Visits**
Where the Trust organises educational visits involving host families, the Trust will complete appropriate suitability and safeguarding checks in line with current guidance.

The Trust will ensure that pupils know how to seek support should they have concerns during any homestay arrangement.

**Private Fostering**

Private fostering occurs when a child under 16 (or under 18 if disabled) lives with someone who is not a parent, close relative or legal guardian for 28 days or more.
All staff should be aware of private fostering arrangements and immediately inform the Designated Safeguarding Lead if they become aware of such circumstances.
The DSL will notify the Local Authority in accordance with statutory requirements.

## Designated Safeguarding Lead

The CEO/Head Teacher will appoint at least one senior member of staff for each school to be the appointed Designated Lead for Safeguarding who will receive up-to-date training every 2 years and regular updates throughout the year. All staff receive annual safeguarding updates every year. Where possible, at least one additional senior member of staff will be trained as a reserve for the Designated Deputy Lead for safeguarding.

The DSL will be available during school hours for staff to discuss safeguarding concerns.

Expanded DSL Responsibilities include:
• ensuring staff understand Family Help pathways
• overseeing filtering and monitoring alerts
• ensuring staff who do not work directly with children receive safeguarding training
• ensuring compliance with the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025
• monitoring restrictive interventions and seclusion incidents for safeguarding implications

**Data Protection**

The Trust complies with the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025 when processing, storing and sharing safeguarding information.

Staff must understand that data protection legislation does not prevent the sharing of information where there are safeguarding concerns. Information will be shared with relevant agencies where it is necessary to protect a child from harm.

Safeguarding records will be:

- accurate, timely and securely stored
- kept separate from the main pupil file
- shared appropriately with children's social care, police and other safeguarding partners

All staff will receive training on lawful information sharing as part of their annual safeguarding training.

## Procedures for Identifying and Reporting Cases, or Suspected Cases, of Abuse

Child abuse occurs throughout society and affects children of all ages. Children may be abused by Parent/Carers, co-habitees, Step-Parent/Carers, substitute Parent/Carers, siblings, relatives and friends. They may be abused at home, at school, even in care and may be subject to more than one 'type' of abuse. There are many behavioural signs, but these indicate more about the fact of abuse than about the type.

Teachers are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. It is the duty of all staff to be aware of signs of any form of abuse and to take action if there is a suspicion of abuse. The action taken must be in line with this policy.

The following is a guide to recognising abuse - it is not exhaustive, and neither must staff fall into the trap of thinking that every child is abused because they happen to fit into one of the criteria outlined.

An accumulation of factors may, as part of a comprehensive assessment, support a suspicion of abuse.

## Categories of Abuse: Definitions/Descriptions

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment.

All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence).

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the 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.

Safeguarding and promoting the welfare of children includes everyone under the age of 18.

All students who have been subjected to any form of abuse will be provided with a support programme with the school. This may include making a referral to the school counsellor or being provided with support from a Trusted adult the student feels most comfortable with. Where needed external agency support will always be provided if needed by making the appropriate referral.

**PHYSICAL ABUSE**

Physical injury to a child, or a reasonable suspicion that the injury was inflicted, or knowingly not prevented.

For example:

- ⇨ Bruises from adult human bites
- ⇨ Black eyes without bruising to forehead
- ⇨ Injuries to the face and mouth, particularly to the inside of the mouth
- ⇨ Severe physical punishment wheals
- ⇨ Cigarette type burns

- Burns and scalds
- Fractures with unsatisfactory explanations
- Poisoning for which the Parent/Carers has no reasonable explanation

## NEGLECT

The persistent or severe neglect or exploitation of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive.

For example:

- Poor hair and skin tone
- Stick like arms and legs
- Expression of apathy/frozen watchfulness
- Unusual eagerness to please
- Overly pink arms/legs/hands and feet swollen
- Concern over height/weight

## EMOTIONAL ABUSE

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill-treatment: this category should be used where it is the main or sole form of abuse.

Emotional abuse is very difficult to assess and can often be manipulated by other members of the family e.g. conflict/not liking daughter-in-law.

For example:

- Verbal abuse
- Lack of praise
- Lack of encouragement
- Inappropriate play
- Lack of independence/responsibility
- Lack of pride in child
- Child ignored, belittled, molested
- Child frightened about going home

**Vulnerable child:**

Children can be vulnerable in a variety of ways and a vulnerable child is not to be viewed as an abused child but as a child more vulnerable to abuse:

- ⇨ Difficult birth
- ⇨ Sickly child/odd appearance
- ⇨ A child who resembles a hated/feared/despised adult
- ⇨ A child is favoured by a hated/feared/despised adult
- ⇨ Wrong gender
- ⇨ Personality clash
- ⇨ Separated from mother/carer

**Factors to exclude:**

- ⇨ Learning difficulties
- ⇨ Medical problems
- ⇨ Illness/death in family
- ⇨ Isolated families
- ⇨ Creativeness and copying

**SEXUAL ABUSE**

Generally categorised as the involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent, or that violate the social taboos of family roles.

It includes paedophilia, rape, incest, sexual intercourse between relatives within the prohibited degrees of relationships as laid down by the Sexual Offences Act 1956. *Female Genital Mutilation (FGM) and the grooming of a young person in order to solicit sexual favours are also forms of sexual abuse.*

**Consequences or sign and symptoms:**

- ⇨ Direct damage - tearing of the vaginal wall, rectal damage, ulceration, bleeding
- ⇨ Infection - sexually transmitted diseases
- ⇨ Throat infections
- ⇨ Pregnancy
- ⇨ Other forms of physical abuse

**Direct physical consequences:**

- ⇨ Flash backs - re-experiencing
- ⇨ Psychic numbing - detached - switched off - frozen watchfulness
- ⇨ Hyper alertness, sleeplessness, nightmares, impaired memory
- ⇨ Guilt, depression, anxiety, irritability

**Specific patterns:**

- ⇨ Disturbed behaviour
- ⇨ Psychosomatic responses - headaches
- ⇨ Abdominal pain
- ⇨ Over sexualised play or drawings or writing
- ⇨ Change in behaviour pattern - disruptive, withdrawn, regressive, wetting/soiling
- ⇨ Poor self esteem
- ⇨ S.T.D.
- ⇨ Pregnancy
- ⇨ Prostitution
- ⇨ Sexual assault on younger children (especially boys)
- ⇨ Drug/alcohol abuse
- ⇨ Self-mutilation/destruction
- ⇨ Running away
- ⇨ Severe depression
- ⇨ Sexualised behaviour

## Family help indicators

In line with *Keeping Children Safe in Education 2026*, all references to Early Help now fall under the national Family Help framework.

Staff must be prepared to identify children who may benefit from Family Help, which includes targeted early support and statutory Family Help under Section 17 of the Children Act 1989.

The Designated Safeguarding Lead or Deputy will make referrals to Family Help where emerging needs are identified. Indicators may include:

- children experiencing multiple suspensions or at risk of permanent exclusion
- children missing from education, home or care
- children affected by parental offending or parental custody

- children experiencing domestic abuse in their own intimate relationships

Staff should understand that Family Help aims to provide support as soon as a problem emerges, and that early identification is essential.

In each of these cases, a referral should be made to Family Help through the Designated Safeguarding Lead or Deputy so that timely, preventative support can be put in place.

## Child on child abuse (including harassment and violence) - Allegations of Abuse Made Against Other Children

As a Trust we recognise that children are capable of abusing their peers. All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. There are a number of different forms which this can take. It should be clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Child on child abuse can include sexual abuse and or harassment, bullying, cyber-bullying, including prejudiced-based and discriminatory bullying and youth generated sexual imagery. The Trust takes a zero-tolerance approach on child-on-child abuse.

The Trust recognises that child on child abuse may take place even if this is not reported. This can take place inside and outside of school or online. Therefore, we understand our role in preventing this and responding to it if we believe a child may be at risk.

We understand the importance of challenging inappropriate behaviours between peers and reporting these to the Designating safeguarding Lead or Deputy.

All staff should be aware that technology is a significant component in many safeguarding and well-being issues, and children are at risk of online abuse as well as face to face.

The Trust are aware that children can abuse their peers online through:

- Abusive, harassing, and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography, to those who do not want to receive such content

Child on Child abuse is most likely to include but may not be limited to:

- Bullying, cyber-bullying including prejudiced-based and discriminatory bullying including prejudiced-based and discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens, and/or encourages physical abuse)
- Sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which threatens and/or encourages sexual violence)
- Sexual harassment such as sexual comment, remarks, jokes and online sexual harassment, which may be a standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual self-generated intimate images and/or videos (including those generated using AI) including making or sharing of nudes or semi-nudes
- Extra familial harms – This can be a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.
- Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or alarm. Upskirting is now a criminal offence under the Voyeurism Act
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Financial exploitation
- Domestic abuse within teenage intimate relationships
- Simultaneous online and offline abuse

Boys may be the victims of violence from peers and 'hazing' or initiations. This again should be considered as a form of abuse and the Designated Lead will determine the best course of action.

Staff must use terminology the child is comfortable with (e.g. “victim” or “child who has been harmed”)

The Trust has clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse are supported in school. This can be a referral to the school counsellor, regular support sessions with class teacher, the safeguarding team or learning mentor. Support will always be shared with parents and carers.

**Child-on-Child Abuse: Misogyny and Harmful Sexual Behaviour (HSB)**

The Trust operates a strict zero-tolerance approach to all forms of sexism, misogyny and sexual harassment. Misogynistic attitudes and behaviours are recognised as safeguarding concerns and will be addressed promptly and consistently.

- **Continuum of risk** — Staff must recognise that extreme misogyny, often influenced by online content, can intersect with and escalate harmful sexual behaviours (HSB). Misogynistic language, attitudes or behaviours should be viewed through a safeguarding lens rather than solely as behaviour issues.
- **Low-level interventions** — Staff must not dismiss “low-level” misogynistic behaviour, derogatory language or gender-based name-calling as banter or routine peer interactions. These behaviours must be challenged, recorded where appropriate, and escalated to the Designated Safeguarding Lead or deputy if there are concerns about patterns, impact or escalation towards physical or sexual harm.
- **Preventative framework** — The Trust uses its RSHE curriculum, pastoral systems and wider school ethos to proactively challenge harmful online cultures, promote respectful relationships and reinforce fundamental values including equality, dignity and mutual respect.

**Extra-familial harms**

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

All staff should be aware of child-on-child abuse and the important role they have in reporting any concerns to the Designated Safeguarding lead or Deputy.

## Sexual Violence and Sexual Harassment between children

The Trust take our definition of sexual violence from the Sexual Offences Act 2003, which considers rape, assault by penetration and sexual assault, all types of sexual violence. In addition, we define sexual violence as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual violence and sexual harassment can be between two children, or a group of children. Both sexes may be affected.
All staff should be aware that online sexual violence or sexual harassment can be more complex, such as images shared at another school or across the internet, or the victim being excluded offline as well as online. Child-on-child sexual violence and harassment can take place inside or outside of school and online.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. We recognise that sexual violence and harassment can occur both online and offline, both physically and verbally and is never acceptable. We make it clear that all forms of sexual violence and harassment are unacceptable and will not be tolerated.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; • sexual "jokes" or taunting.
- physical behaviour, such as: deliberating brushing against someone, interfering with someone's clothes) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (making or sharing of nudes or semi-nudes) inappropriate sexual comments on social media; exploitation; coercion and threats.

Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. All cases are challenged and shared with the Designated Safeguarding Lead or Deputy for further investigation and victims offered support in school or from external agencies.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of **'it could happen here'.**

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

As set out above, sexual violence and sexual abuse can happen anywhere, and all staff are advised to maintain an attitude of **'it could happen here'.** As a Trust we should be aware of, and respond appropriately to all reports and concerns, including those outside the school and or online.

Everyone is responsible and should be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

As a Trust we recognise that not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We also understand that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.

Where the report includes an online element, staff are aware that the key consideration is for them **not to view or forward illegal images of a child**. Further details can be found on UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. This advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Designated Safeguarding Lead or Deputy.

Where there are reports of sexual violence or allegations, the Trust will endeavour to keep the victim and perpetrator (s) a reasonable distance apart on school premises. This also includes before and after school activities. This will be under regular review to ensure the relevant actions are appropriate or whether there are wider cultural issues at play.

All staff should take action and report any concerns they have to the Designated Safeguarding Lead or Deputy including online and offline and those that have happened outside of school. Where a crime has taken place, the DSL will make a referral to the police and children's social care.

## Harmful Sexual Behaviour

All staff need to be aware that children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). HSB can occur online and/or face-to-face and can also occur simultaneously between the two.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. Any reports of HSB must be reported to the designated safeguarding lead or deputy. Where a crime has taken place, the DSL will make a referral to the police and children's social care.

## Serious Violence

Tackling serious violence requires a multiple-strand approach involving a range of partners across different sectors. All staff should be aware of the indicators of serious violence including knife crime, gun crime and homicides. These may include:

- Increased absence from school
- A change in friendships or relationships with individuals or groups

- A decline in performance, signs or self-harm or significant change in well-being or unexplained injuries
- Unexplained gifts or new possessions could indicate that children have been approached by, or are involved with individuals with criminal networks or gangs

Early intervention is crucial to prevent an escalation of criminal activity. Staff need to be aware of these indicators and inform the Designated Safeguarding Lead or Deputy if there are any concerns. Where a crime has taken place, the DSL will make a referral to the police and children's social care.

## Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. It is important to note that only trained professionals should make a diagnosis of a mental health problem, but staff have the responsibility to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

Abuse, neglect or exploitation and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education.

The DSL has been trained as a senior mental health lead as well as 10 other members of staff.

Staff should take action on any mental health concerns that are also safeguarding concerns, by informing the DSL or deputy.

## Domestic Abuse

All staff need to be aware of domestic abuse which can encompass a wide range of behaviours and may be a single or pattern of incidents. It covers types of abuse such as psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

**Operation Encompass**

The Trust participates in Operation Encompass.

Operation Encompass is a national police and education initiative which ensures that schools are informed, prior to the start of the next school day, where a child has been involved in, witnessed or been affected by a domestic abuse incident.
The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will receive and securely process information shared through Operation Encompass and ensure that appropriate support is provided to the child.

Information received through Operation Encompass will be treated as confidential safeguarding information and shared on a need-to-know basis only.

## Management of Safeguarding: Children Questioning Their Gender

The Trust adopts a cautious, compassionate and evidence-informed approach when a pupil questions their gender or requests a social transition (such as changes to names, pronouns or dress). Decisions will always be made on a case-by-case basis, led by safeguarding and the best interests of the child.

- **No in-school initiation** — Staff will not initiate, suggest or encourage social transition. Support will only be provided where a pupil raises these matters themselves.
- **Parental involvement** — Parent/Carers will be involved from the outset as the default position. Parental involvement may only be withheld where the Designated Safeguarding Lead (DSL) judges that informing Parent/Carers would present a clear and immediate safeguarding risk to the child, and this decision is formally recorded.
- **Safeguarding and single-sex spaces** — Decisions about toilets, changing rooms and residential accommodation will be made through a formal safeguarding risk assessment, taking into account privacy, dignity, safety, the needs of all pupils, and the requirements of the Equality Act 2010. The Trust will ensure arrangements protect every child's wellbeing.
- **Impact assessment** — Any request for social transition will trigger a safeguarding risk assessment considering the pupil's psychological wellbeing, family context, the impact on the wider school community, and the legal framework relating to biological sex and gender reassignment.

## Children Who are Lesbian, Gay, Bi, or Trans (LGBT)

All staff should be aware the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a Trusted adult with whom they can be open. It is therefore vital that all staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

## The Child's Wishes

Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide. This may be through the Designated Lead speaking with the child, or a member of staff appointed to do so by the Designated Lead. The Trust is clear that we operate any policies and practices with the **best** interests of the child at their heart. Where the child's wishes are in conflict with the statutory or mandatory reporting duty, this duty will always take precedence.

## What Staff should do if a Disclosure is made, or it is suspected that abuse is taking place

Staff must always follow the guidelines and are not to make their own decisions. Staff must report any suspected abuse to the Designated or Deputy Designated Lead as soon as possible. No member of staff should act alone on such a disclosure.

If a student makes an allegation about a member of staff, advice should be sought immediately. The child should only be questioned to ascertain the name of the member of staff and the nature of the allegation being made. It may be appropriate to ask the student to make a written statement while the matter is referred to the Designated Lead for Child Protection. If the allegation is against the Deputy Designated Lead, the matter should be referred to the CEO/Head Teacher. Individual members of staff must not undertake investigations.

**What to do:**

**MEMBERS OF STAFF MUST NOT CONTACT PARENT/CARERSS**

Any member of staff who knows of or suspects an incident of abuse should refer the matter to the Designated Lead using the INCIDENT REPORT FORM (Appendix 1) if this is possible. Reports/notes can be taken using the school referral form. If the Designated Lead is not available, reports should be referred to the Deputy Designated Lead. **If the form is not readily available, staff should make notes with details of the young person's name, date of the referral and brief notes on the disclosure or concern**.

A teacher, or any other staff member where a child discloses, or may be about to disclose, abuse has a duty to listen to the child - to provide reassurance and to record the child's statement but not to probe or put words into the child's mouth. Staff need to follow the advice in this policy and must be familiar with the training materials provided each year.

A leading question is one that steers the child towards a particular answer, for example by asking 'what did he do to you?' or even 'he touched you, didn't he?' If you ask this there is a danger that the child will want to give you the "right" answer. Instead, stick to 'open' questions as far as possible, for example 'what happened then?' or 'did he do anything after that?'

The referral may come via the child's friend - this should be taken seriously. This should also be referred to the Designated Lead or in their absence the Deputy Designated Lead who will speak with the child concerned or the friend who has made the disclosure.

Professional experience is that children rarely lie - it is essential that staff assume they are telling the truth. Individual members of staff, including the Designated Lead or the Deputy Designated Lead, are not responsible for establishing the veracity of an allegation.

The best advice is to concentrate on listening closely to what the child says spontaneously, to observe the child's demeanour and to accurately record comments and observations. Consideration of pre-existing concerns about the child involved may also add to the whole picture.

Staff should recognise that they do not need to wait for a child to make a disclosure, and act on any concerns immediately. This may be a conversation that a child may have been harmed or a child's behaviour may be an indicator. Staff are aware that

some children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.

**What will happen:**

All information will be confined to The Designated Lead, the Deputy Designated Lead, the Head and the teacher(s) responsible for the initial report. The Designated Lead will liaise with Social Services and the Police.

Any allegation or detail must never be discussed with anyone else.

All incidents/allegations will be recorded by The Designated Lead and all such information kept, locked and separate from any pupil files.

The records will document every aspect of the case as it develops, including grounds for initial concern and where appropriate, descriptions of injuries to the child or worrying behaviour, records of interviews, evidence offered to a case conference and its minutes and outcomes.

Action may include any of the following:

- immediate referral to Local authority children's social care

  (a) for action
  (b) for advice (using the Barnet MASH or Enfield MASH forms or depending on where the child resides).

- Further in-school observation

- Advice sought from other agencies

- Recording of changes in behaviour patterns, injuries

- Long term monitoring

In making a referral to social services or seeking advice, the following opening statements should be made:

(a) I am ringing social services to make a referral as the Designated Lead for (name of academy/school).

(b) As the Designated Lead I would like advice on.
Details of date/time/name of person talking to/outcome should be recorded and confirmed by letter as soon as possible.

**Only the Designated Lead or Deputy Designated Lead will make any call to Local authority children's social care**

School acts in loco-Parentis; therefore, the child can be interviewed in school as part of the unwritten agreement with the Parent/Carers. However, the child cannot be interviewed by a psychiatrist, a social worker or a police officer without the authority of someone with Parent/Carers consent, except for emergency medical treatment. Parent/Carers will be informed of any allegations and referral to social services or the police unless to do so would place the child or a member of staff at greater risk. Parent/Carers must be told when a medical examination is necessary. This should also be explained in appropriate language to the child.

The Designated Safeguarding Lead and Deputy will always liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children,' and NPCC - When to call the police.

**Only the Designated Lead or Deputy Designated Lead will make any call to the Police.**
The Designated Safeguarding Lead or Deputy will contact the police when a potential crime has been committed. These include:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

**Mandatory Reporting of Child Sexual Abuse**

In line with the Crime and Policing Act 2026, all staff must understand their duty to report known child sexual abuse.
Where a member of staff becomes aware that a child has been subjected to sexual abuse, they must report this immediately to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. The DSL or deputy will ensure that an appropriate referral is made to Children's Social Care and/or the Police without delay. Staff must never seek to investigate allegations themselves. Any failure to report known child sexual abuse or attempts to prevent a report being made may constitute a breach of statutory duties and may result in disciplinary action.

## Supporting Pupils who have been Abused in Accordance with his/her Agreed Child Protection Plan

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The school behaviour policy, which is aimed at supporting vulnerable students in the school.
- The school will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.

It is the responsibility of the Designated Lead to ensure that core meetings, case conferences and any other essential meetings are attended by that teacher or a nominated teacher. Pastoral staff, including Learning Mentors will be made aware of

any specific arrangements in place but will not be made aware of specific details of a particular case unless it is essential to do so. Where there is a known Court Order restricting access by a Parent/Carers or any other adult, arrangements will be made to ensure that all staff, including Reception staff, are aware of those legally binding restrictions.

A sexually abused or a physically abused child is also by definition emotionally abused and will need the specific support outlined at core meetings, but also any agreed school arrangements to support the individual through arranging counselling in school with the school counsellor or through CAMHS or any other recognised agency providing support.

If a disclosure is made to the school nurse, the school nurse should refer that disclosure to the Designated Lead.

When a pupil who is subject to child protection processes transfers to another school, the Designated Safeguarding Lead will ensure that the child protection file is transferred securely to the receiving school's Designated Safeguarding Lead as soon as possible and, wherever practicable, within five working days. Receipt of the records will be confirmed and documented, and any allocated social worker will be notified.

Great care needs to be taken in integrating such pupils back into school.

Arrangements for the most appropriate member of staff will be made to help re-integration.

Work with teaching classes/tutor groups will be undertaken where appropriate.
Where a student is on a Child Protection Plan or is a CIN, if that child is absent from school with no notification the Designated Lead will ensure that the social worker/Local authority children's social care have been informed.

## When a Child Wants to Confide

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation, or language

barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

In any interview with the child, staff must follow the guidelines outlined:

- Listen
- Accept
- Record accurately
- Refer to The Designated Lead

**DO'S**

- Be accessible and receptive
- Listen carefully to what the child says spontaneously
- Observe the child's demeanour
- Take it seriously
- Reassure children they are right to tell
- Negotiate getting help from designated lead colleagues
- Find help quickly
- Make careful records of what was said - immediately and pass to the Designated Lead

**i.e. LISTEN - RECORD - PASS ON**

**DON'T'S**

- Offer absolute confidentiality
- Jump to conclusions
- Try to get the child to 'disclose'
- Speculate or accuse anybody
- Make promises you cannot keep
- Confuse physical abuse with normal bruising (e.g. shins/knees)

**Contact Details**

Social Services - 020 8359 4066 (Barnet)
020 8379 5555 (Enfield)
020 8489 4470 (Haringey)

## Children with Special Educational Needs and Disabilities

It is recognised that children with special educational needs and disabilities can face additional safeguarding challenges in terms of reporting or understanding abuse. They can also be at increased risk of being radicalised.

Where a young person discloses or abuse is suspected, the Designated Lead may enlist the support of SEN staff and in particular the SENCO to interview a student. It may be that the SENCO will support the student in any meeting with police and Local authority children's social care.

**Children with Medical Conditions**

Children with medical conditions may be more vulnerable to abuse, neglect or exploitation.
Staff should be alert to situations where a child's medical needs are not being met, where medication is repeatedly unavailable, or where necessary medical information is withheld from the school.
Any safeguarding concern linked to a child's medical condition must be reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead and managed in accordance with this policy.

## The Prevent Duty

All staff are responsible to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

All staff have a responsibility to identify students who may be vulnerable to radicalisation. Staff need to be able to assess the risk of children being drawn into terrorism, including support for extremist ideas. An important part of this duty is the promotion of British values and developing students' ability to challenge extremist views. School should be a safe place where students can understand the risks associated with extremism and develop the skills to challenge extremist arguments.

**Definitions:**

**Extremism:** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation:** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism:** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

In the main, the promotion of British values and the development of the ability to debate and counter extremist arguments will be through the Tutorial programme, assemblies and the PSHE curriculum, however all staff and subjects have a responsibility for promoting British values through both the curriculum studied and the skills developed.
The school will work with the three multiagency safeguarding partners to identify the risk and possible actions.

The school has a robust filtering system for checking for misuse of social networking sites, but all staff should be aware of the need to monitor use of IT facilities and sites.

As part of the annual safeguarding training, staff will be updated on the level and type of risk associated with radicalisation and extremism. The Designated Lead and Deputy Designated Lead will undertake Prevent awareness training and will then update all staff.

## Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

If any member of staff is concerned about views expressed by students which would identify them at risk of radicalisation or extremist views, they should report this immediately to the Designated Lead.

Where appropriate, students will be referred to the local Channel programme by the Designated Lead with the agreement of the CEO/Head Teacher.

The Home Office have developed an e-learning module for further information on Prevent Awareness.

## Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some children may not realise they have been exploited e.g. if they believe they are in a romantic relationship.

Some of the following signs may be indicators of sexual exploitation:

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

If a member of staff has any concerns about possible Child Sexual Exploitation this must be reported, as with any CP concern, to the Designated Lead or Deputy Designated Lead who will complete a Stage 1 CSE Initial Screening and Assessment Tool or make an immediate referral to Local authority children's social care.

## Child Criminal Exploitation CCE - County Lines

Criminal exploitation of children is a geographically widespread form of abuse that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.
Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children involved in CCE should be treated as victims even though they may commit crimes themselves.

Key to identifying potential involvement in county lines are missing episodes from school or home, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered and have been the perpetrator or **alleged** perpetrator of serious violence (e.g. knife crime), as well as the victim. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years.
- can affect any vulnerable adult over the age of 18 years.
- can still be exploitation even if the activity appears consensual.
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

County lines can also occur online and does not have to occur in person.

CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. Modern slavery: how to identify and support victims - GOV.UK. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

# Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

**Indicators**

There are a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM has taken place are often difficult to identify. The list below is not exhaustive but may indicate a concern:

- a girl has difficulty walking or sitting or looks uncomfortable.
- a girl finds it hard to sit for long periods of time, and this was not previously a problem.
- a girl spends longer than normal in the toilet due to difficulty urinating.
- a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems.
- a girl has frequent urinary, menstrual or stomach problems.

The indicators of the risk of FGM are often subtle and the list below is not exhaustive:

- a female child's father comes from a community known to practise FGM.
- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children.
- a woman/family believe FGM is integral to cultural or religious identity.
- a girl/family has limited level of integration within the UK community
- Parent/Carers have limited access to information about FGM and do not know the harmful effects of FGM.
- a girl confides to a professional that she is to have a special procedure or attend a ceremony to 'become a woman'.
- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent.
- Parent/Carers state that they or a relative will take the girl out of the country for a prolonged period.
- a Parent/Carers or family member expresses concern that FGM may be carried out on the girl.
- a family is not engaging with the professionals.

- a family is already known to Local authority children's social care in relation to other safeguarding issues.
- a girl requests help from a teacher or another adult because she is aware or suspects that she may be at immediate risk of FGM.
- a girl talks about FGM in conversation with other children.
- a girl is unexpectedly absent from school.

**Responses to suspected risk of FGM or that a student has been a victim of FGM**

It is recognised that it is unlikely that staff will easily identify students at risk however, if staff have a concern regarding a girl that might be at risk of FGM they should activate local safeguarding procedures.

**Since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach where FGM has taken place.**
**Mandatory Reporting Duty**

There is a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. **Unless the teacher has a good reason not to, they should still discuss any such case with the school's designated safeguarding lead and involve Local authority children's Local authority children's social care as appropriate.**

## Honour Based Abuse

All staff are aware that 'Honour-based' abuse encompasses a range of 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. The indicators of HBA and associated factors will be covered with staff within the school safeguarding training. All members of staff are

alert to the possibility of a child being at risk of HBA, or already having suffered HBA. All members of staff are aware that all forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBA. All members of staff will follow the school and KSCB procedures, using existing national and local protocols for multi-agency liaison with police and Local authority children's Local authority children's social care.

## Forced Marriage

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk

## Staff who feel their genuine concerns about the safeguarding of a child are not being addressed

Appropriate procedures, which are suitably reflected in staff training and staff behaviour policies, are in place to allow for such concerns to be raised within the Academy Trust through the appropriate leadership team.

Where a staff member feels unable to raise an issue with their line manager or employer or feels that their genuine concerns are not being addressed, other channels may be open to them through a direct referral to Local authority children's social care. **Staff should reflect very carefully, ensuring they have used all normal channels, before considering such action**.

Staff may wish to contact the NSPCC Whistleblowing helpline on 0800 028 0285.

**Professional Challenge**

The Trust promotes a culture of professional curiosity and respectful challenge.
All staff have a responsibility to question and escalate concerns where they believe a child remains at risk of harm or where they disagree with a safeguarding decision.
If a member of staff feels that a safeguarding concern has not received an appropriate response, they should escalate the matter through school safeguarding procedures and, where necessary, seek advice directly from Children's Social Care or other safeguarding agencies.

No member of staff will suffer detriment for raising safeguarding concerns in good faith.

## Child Missing from Education

Ashmole Trust recognises that a child going missing from education is a potential indicator of abuse or neglect or exploitation. It may also be an indicator of FGM and forced marriage. It is recognised that not all children missing from education are at such risk but the risk should be assessed by the Designated Lead.

Children being absent from education (as 'deliberately missing education) for prolonged periods as defined and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect or exploitation, child sexual and child criminal exploitation - particularly county lines.

Any child who is already identified at risk of abuse, neglect/exploitation or radicalisation and is missing from school regularly or as a one-off absence, will be referred to Local authority children's social care, and police. The Trust will also complete a CME form (child missing from education) and forward this to the Local Authority.

Where a child who is the subject of a CP Plan has any absence of two days with no notification from Parent/Carers/carers the Designated Lead will ensure this is reported to Local authority children's social care.

## Online Safety

At Ashmole Trust we value the use of new technologies in enhancing learning and encourage responsible use of ICT.

In line with KCSIE guidance, the Trust reviews the effectiveness of its filtering and monitoring systems at least annually. Any alerts or breaches are reviewed and monitored by the DSL or a deputy and appropriate safeguarding action is taken.

Staff training will include clear expectations, roles and responsibilities relating to filtering and monitoring.
Governors must receive assurance that filtering and monitoring systems are working effectively and that any alerts are acted upon promptly.

**Cyber Security Awareness**

All staff will undertake annual cyber-security awareness training appropriate to their role.

Governors responsible for safeguarding and digital oversight will receive cyber-security updates to ensure they can effectively challenge and monitor the Trust's safeguarding arrangements.

Training will include:

- phishing awareness
- password security
- ransomware awareness
- safeguarding risks linked to cyber incidents
- reporting cyber incidents and concerns

The requirement to ensure that young people are able to use information technologies, and the internet appropriately and safely is a part of the school's wider duty of care. The internet and other digital and information technologies open up new opportunities but are not without risk. Online Safety in conjunction with other school policies (e.g. behaviour, anti-bullying and safeguarding policies) is intended to build students' resilience to the risks to which they may be exposed.

This applies to all members of the school community (including staff, students, Parent/Carers/carers) who have access to and are users of school ICT systems, both in and out of school.

Online safety can be classified into the three areas of risk:

- **content**: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, including videos and the use of Artificial Intelligence to create child sexual abuse material

- **Commerce**: - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

Staff must also be alert to AI-generated sexual imagery (synthetic or deepfake material) involving children. This constitutes child sexual abuse material and must be referred to the DSL or deputy immediately.

The school reserves the right to regulate the behaviour of students when they are off the school site and to impose sanctions for inappropriate behaviour. This will include incidents of cyber-bullying, or other Online Safety incidents which may take place out of school but are linked to membership of the school. The school will take action as a result of such incident and will, where known, inform Parent/Carers/carers of incidents of inappropriate Online Safety behaviour that take place out of school.

**Risks**

Some of the risks include:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to, loss of or sharing of personal information
- The risk of being subject to grooming by those with whom they make contact on the internet
- The sharing or distribution of personal images without an individual's consent or knowledge
- Inappropriate communication or contact with others, including strangers
- Cyber-bullying including prejudiced-based and discriminatory bullying
- Access to unsuitable video and internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of music or video files
- The potential for excessive use which may affect the social and emotional development and learning
- of the young person.

- making or sharing of nudes or semi-nudes including *consensual and non-consensual self-generated intimate images and/or videos (including those generated using AI)*

All staff must also be aware of harmful online challenges and hoaxes via social media. Further advice can be found on the DFE Harmful online challenges and online hoaxes guidance.

The Trust will review its approach annually to reflect the risks pupil's face.

## Sharing Nudes and Semi-nudes: How to Respond to an Incident

**What do we mean by sharing nudes and semi-nudes?**

This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing devices via services like Apple's Airdrop which works offline.

This does not apply to adults sharing nudes or semi-nudes of under 18-year-olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

Staff must be alert to AI-generated sexual imagery (synthetic or deepfake material) involving children. This constitutes child sexual abuse material and must be referred to the DSL or deputy immediately.

**What to do if an incident is reported to you?**

Report it immediately to the Designated Safeguarding lead (DSL) or Deputy.

Staff must follow the below guidelines:

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**.

- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL or deputy and seek support.

- **Do not** delete the imagery or ask the young person to delete it.

- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL or deputy.

- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

  - **Do not** say or do anything to blame or shame any young people involved.

  - **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL

**Monitoring**

The school will monitor the impact of the policy and any infringements of the policy through:

- Behaviour management referrals
- Any available monitoring logs of internet activity – e.g. LGFL - (including sites visited)
- Internal monitoring data for network activity
- Ranger Guard

**The CEO/Head Teacher may delegate responsibility for Online Safety to the Designated Lead and members of the Leadership Team.**

The CEO/Head Teacher may delegate to the Designated Lead investigations where there is a serious Online Safety allegation being made against a member of staff. Any such investigation and action will be in line with the Safeguarding: Child Protection Policy.

Decisions made as a result of such incidents will be made by the CEO/Head Teacher. Where the allegation is against the Designated Lead, the CEO/Head Teacher will lead the investigation.

Where the allegation is made against the CEO/Head Teacher, the Chair of Governors will be informed.

**Teaching and Support Staff are responsible for ensuring that:**

- They have an up to date awareness of Online Safety matters and of the current school Online Safety policy and practices
- They report any suspected misuse or problem to the Deputy CEO/Head Teacher for investigation / action / sanction.
- Any digital communications with students (email/Virtual Learning Environment (VLE) / voice) should be on a professional level and only carried out using official school systems.
- Online Safety issues are embedded in all aspects of the curriculum and other school activities.
- Students understand and follow the school Online Safety and acceptable use policy.
- Students have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
- They monitor ICT activity in lessons, extra-curricular and extended school activities.
- •They are aware of Online Safety issues related to the use of devices and, for the Sixth Form, mobile phones and cameras and that they monitor their use and implement current school policies with regard to these devices.
- In lessons where internet use is pre-planned, students should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.

In addition to this, all staff will receive up to date training and through induction on online safety.

**The Network Manager is responsible for ensuring:**

- That the school's IT infrastructure is secure and is not open to misuse or malicious attack.
- That the school meets the Online Safety technical requirements outlined in the LGFL Security Policy and Acceptable Usage Policy.
- That users may only access the school's networks through a properly enforced password protection policy, in which passwords are regularly changed.
- LGFL is informed of issues relating to the filtering applied by the Grid.
- The school's filtering policy is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person.

- That he keeps up to date with Online Safety technical information in order to effectively carry out his Online Safety role and to inform and update others as relevant.
- That the use of the network /Firefly / remote access / email/Google Sites and Google classroom is regularly monitored in order that any misuse / attempted misuse can be reported to the appropriate.
- That monitoring software / systems are implemented and updated as agreed in school policies.
- The Trust will review the filtering and monitoring provision at least annually.
- All filtered concerns are reported to the DSL or deputy for further investigation

**Education of Students**

- Online Safety education will be provided in the following ways:
- A planned Online Safety programme is provided as part of the Tutorial Programme and PHSE lessons. This is annually revisited to ensure coverage.
- Key Online Safety messages are reinforced as part of a planned programme of assemblies and tutorial/PSHE activities
- Students are explicitly taught in all lessons to be critically aware of the materials/content they access on-line and are guided to validate the accuracy of information.
- Students are helped to understand the need for the Acceptable Use Policy and encouraged to adopt safe and responsible use of ICT, the internet and mobile devices both in and outside school.
- Students are taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet.
- The curriculum will also include teaching about how filtering and monitoring systems work and how students can report concerns.

**Education – Parent/Carers**

Many Parent/Carers and carers have only a limited understanding of Online Safety risks and issues, yet they play an essential role in the education of their children and in the monitoring/regulation of the children's on-line experiences.
Parent/Carers often either underestimate or do not realise how often children and young people come across potentially harmful and inappropriate material on the internet and are often unsure about what they would do about it. "There is a generational digital divide". (Byron Report).

The school provides information and awareness to Parent/Carers and carers through:
Letters
@Ashmole
The school web site
Google Sites/Google Classroom
Other online platforms
Parent/Carers' Evenings

**Education & Training – Staff**

Staff will receive Online Safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- A planned programme of formal Online Safety training will be made available to staff where a need is identified.
- It is expected that some staff will identify, or have identified for them, Online Safety as a training need within the performance management process.
- All new staff will receive Online Safety training as part of their induction programme, ensuring that they fully understand the school's Online Safety policy and Acceptable Use Policies.
- This Online Safety policy and its updates will be presented to and discussed by staff in staff/team meetings/ INSET days where necessary

The school will be responsible for ensuring that the school infrastructure/network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented.
School ICT systems will be managed in ways that ensure that the school meets the Online Safety technical requirements outlined in the LGfL Security Policy and Acceptable Usage Policy.

There will be regular reviews and audits of the safety and security of school ICT systems. Servers, wireless systems and cabling must be securely located and physical access restricted.

All users will be provided with a username and password by the Network Manager or nominated member of the Network Team. The Network Manager will keep an up-to-date record of users and their usernames. Users will be required to change their password at least every year.

**Actions**

Incidents that infringe the Online Safety Policy will be dealt with according to their severity. Major incidents or incidents involving any employee or Parent/Carers/carer will be reported immediately to the Deputy Head Teacher, who will inform the CEO/Head Teacher.

The CEO/Head Teacher will make decisions as to who will lead an investigation into misuse by members of staff or another adult.
The CEO/Head Teacher will decide if this is a disciplinary matter.
In the case of students, the full range of school sanctions may be used for deliberate infringement of the policy.
In the case of staff, the full range of disciplinary responses may be used for deliberate infringement of the policy.
In the case of infringement by Parent/Carers or community users, the CEO/Head Teacher will refer the matter to the appropriate external agency.
Where the concern raised is that a child accesses possible radical or terrorist sites, the matter will be referred to the Designated Lead. The young person's name will be recorded on the central database and the Designated Lead will decide if the young person should be referred to the Channel Programme. Parent/Carers will be informed.

**Working online from home** – The Trust will continue to work with parents/carers in the importance of keeping safe online at home by providing guidance on filtering and monitoring with devices at home.

## Opportunities to Teach Safeguarding

The Trust will provide opportunities to teach safeguarding topics through the PSHE curriculum, Relationship Education (for primary students) and Relationships and Sex Education RSE (secondary students), assemblies and tutorial programmes. There may be times when safeguarding topics needs to be taught in small groups or on a 1:1 basis to ensure that the student is well informed on how to keep safe. Students with special educational needs will be taught the same content, however, will be differentiated to cater for their needs and ability.

All students will be given an understanding on the law on child-on-child abuse (including harassment and violence) and that it is there to protect them rather than to criminalise them.

All staff have a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

## Mobile Phones

### Mobile Phones and Digital Devices

The Trust operates a strict mobile-phone-free environment across all schools. Mobile phones and personal digital devices are not permitted on site under normal circumstances.

- **Exceptional circumstances** — In rare cases where a mobile phone is required for a specific safeguarding, medical or family-related reason, permission must be formally granted by the Head Teacher or a Leadership Team member.
- **Mandatory hand-in procedure** — Where permission is granted, the device must be handed in at the school office at the start of the day and collected at the end of the day. Students are not permitted to keep mobile phones on their person, in bags, or in lockers, unless authorised for medical reason such as diabetes.
- **Sixth Form exception** — Sixth Form students may bring mobile phones onto the school site. These may only be used:
    - within the designated Sixth Form Centre, or
    - when explicitly authorised by staff for teaching and learning purposes. Use of mobile phones outside these areas or without permission is not permitted.
- **Safeguarding and misuse** — Any unauthorised possession or use of a mobile phone will be treated as a safeguarding concern. If staff reasonably suspect that a device contains material that poses a risk (e.g., bullying content, misogynistic content, harmful sexual behaviour, or youth-produced sexual imagery), the school will act in line with DfE guidance on searching, screening and confiscation and escalate concerns to the Designated Safeguarding Lead (DSL).
- **Education and prevention** — Through RSHE and pastoral systems, students are taught about online safety, respectful relationships and the risks associated with mobile phones, social media and digital communication.

Personal use of mobile phones and smart watches for staff is restricted to offices and the staff room only. Staff are instructed not to have mobile phones with them whilst supervising children.
Visitors are not permitted to use mobile phones on site but if the need arises, must do so in the reception area and not where pupils are generally present.
All staff and visitors are prohibited from taking mobile phones into reception and infant classrooms.

## The Use of School Premises by Other Organisations

Where services or activities are provided separately by another body using the school premises, Ashmole Trust will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regards to safeguarding children, including safer recruitment and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.
If this assurance is not achieved, then the application to use the premises will be refused.

In addition, Ashmole Trust ensures that safeguarding checks are completed and will comply with upcoming Martyn's Law (Terrorism (Protection of Premises) Bill) for venue security and emergency planning.

## Security

All members of staff have the responsibility of maintaining awareness of buildings and grounds security and for reporting concerns that may occur. Appropriate checks will be undertaken in respect of visitors, volunteers and contractors coming into the school as outlined with guidance. Visitors will be expected to sign in and out via the office and display a visitor's badge whilst on school site. All visitors are issued with details of safeguarding procedures and who the Designated Lead and Deputies are at Ashmole Trust and will be escorted in areas where there are pupils or students.

Any external agencies working with children during the school day are required to complete the External Agency Visit Form. This form must be completed before speaking to any child and confirms details of the student's name, date of birth, consent from parent/carer and address. All external agencies work directly with the Safeguarding team who provide permission for visits to take place.

## Information Sharing

The Data Protection Act 2018 and GDPR places a duty on schools to process personal information fairly and lawfully and to keep the information they hold safe and secure.

**The Data Protection Act and GDPR do not prevent the sharing of information for purposes of keeping children safe.**

**Only the Designated Lead or Deputy Designated Lead are permitted to pass on information, whilst also ensuring that the relevant checks have been made with Local authority children's social care and the police.**

## Staff Code of Conduct

There has been widespread concern about the increase in false or malicious accusations of child abuse brought against teachers by children and/or their Parent/Carers. Once an accusation has been made, it must be investigated by the school and the Police and Local authority children's social care may be called in, depending on the nature and severity of the alleged offence. The teacher concerned may even be suspended, and people in this situation inevitably feel isolated and powerless.

### Physical Contact with Pupils

A teacher should never stand in the shoes of the Parent/Carers to provide physical comfort. Teachers should now be very wary of any demonstration of affection in the light of the complaints that can be made against teachers. It is for Parent/Carers **only** to provide physical comfort and support.

There are situations where physical contact is inevitable and unavoidable with children. The following are some examples of when a teacher has to respond to a child's own needs.

### Sporting Activities

In sport, teachers may have to come into close physical contact with the pupil. Wherever possible however, contact should be avoided.

**Special Needs**

Individual cases where the child has a specific condition which may result in that child being unaware of 'boundaries' and appropriate behaviour. In such cases a meeting of all staff who will have contact with the student will be held and specific advice given. This will be followed with a 'Ways to Help' sheet.

If a student is liable to touch or hug adults, the Special Educational Needs Co-ordinator or Designated Lead will need to talk with that student and the Parent/Carers of the student and issue advice to staff and directions to the pupil and the Parent/Carers.

External specialist organisations may need to be contacted such as The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS can offer information, advice and support for parents and carers of children and young people with SEND and also provide further support to the school if needed.

**Detention**

Where detention is used as a punishment after school, it is important to follow school rules. It is also essential to be aware of the pupil's need to get home afterwards and it may be important to know what transport is required and if it is available at the end of the detention. When giving detention, a teacher should take into account the child's age, journey difficulties and any home circumstances that are relevant (e.g. arrangements for the child to be collected). Following a court case, teachers should be aware that blanket detention of a whole class could result in the teacher and the school being accused of false imprisonment.

A teacher should seek to

1. ensure that he/she is not alone with a pupil in a classroom
2. try to hold detentions close to where other adults are nearby
3. never put themselves in a small confined space alone with a pupil

All detentions must be logged via the faculty system. All detentions must be logged with the School Reception so that children may be found if there is a concern. Where a detention is over 15 minutes in length, Parent/Carers must be informed either by

letter or in writing in the child's Planner or via a detention 'ticket'. Parent/Carers must be given a minimum of 24 hours' notice, so in practice this means two days' notice.

**Force used to avert an immediate danger – Academy**

When an emergency arises in the classroom, or elsewhere within a teacher's employment, action must be taken immediately. An example of this is where children are fighting or where a child is acting in a manner that would put others at risk. It is obviously necessary to act quickly in order to avert any risk of danger to other pupils and, if necessary, to prevent any escalation of the violence that may be taking place. Do not pull at a limb of a child. Try to impose yourself between the children without placing yourself at extra risk.

Where physical intervention is necessary, it should involve the minimum force/action required to prevent injury to persons and/or damage to property and be in line with the school's policy on Physical Restraint. Where violence is taking place or is about to take place, the teacher should

(a) wherever possible, first try to speak with the pupils in an effort to calm the situation.
(b) where violence has begun, a sole teacher is advised not to intervene unless absolutely necessary but, where possible, to raise the alarm and try to get the assistance of others. If the incident takes place in the playground, another student should be sent to seek the support of the nearest member of staff on duty. If the situation is in a classroom, a student should be sent to seek support from the nearest senior member of staff or to a teacher next door. If none of these are immediately available, send a child to Reception. In situations where a fight is occurring in an isolated area (for example, a toilet) the member of staff is to seek immediate assistance from the nearest teacher on duty or in the nearest classroom. If necessary, contact Reception for emergency assistance.
(c) once another teacher is in the vicinity, then they can attempt to separate the pupils and to calm the situation.

The importance of the presence of another teacher is twofold: firstly, the two teachers are a witness to each other's actions if any allegations of assault are subsequently made by pupil or Parent/Carers. Secondly, another teacher may reduce a risk of bodily harm being suffered by the teacher. A sole teacher would be in a very exposed position if a fight were intercepted. Never instruct other students to break up fights.

If a child tries to run from a classroom do not step in the way. Allow the child to leave and then ensure that Reception has been informed so that they can alert a senior member of staff on patrol or alert the senior member of staff.

If a child becomes extremely angry or agitated and the potential for a violent incident is likely to occur, first try to get the child to leave the classroom as 'time out' whilst getting the assistance of another member of staff. If a child refuses to leave a classroom, and it is essential that the child must be separated from others, remove the rest of the class and send a student to Reception to seek the support from a senior member of staff. If there is an empty classroom nearby, move the class to that room, otherwise remove the class to the corridor.

**Force used to avert an immediate danger – Primary School**

When an emergency arises in the classroom, or elsewhere within a teacher's employment, action must be taken immediately. An example of this is where children are fighting or where a child is acting in a manner that would put others at risk. It is obviously necessary to act quickly in order to avert any risk of danger to other pupils and, if necessary, to prevent any escalation of the violence that may be taking place. Do not pull at a limb of a child. Try to impose yourself between the children without placing yourself at extra risk.
Where physical intervention is necessary, it should involve the minimum force/action required to prevent injury to persons and/or damage to property and be in line with the school's policy on Physical Restraint. Where violence is taking place or is about to take place, the teacher should

(a) wherever possible, first try to speak with the pupils in an effort to calm the situation.

(b) where violence has begun, a sole teacher is advised not to intervene unless absolutely necessary but, where possible, to raise the alarm and try to get the assistance of others. If the incident takes place in the playground, another pupil should be sent to seek the support of the nearest member of staff on duty. If the situation is in a classroom, a pupil should be sent to seek support from the nearest senior member of staff or to a teacher next door. If none of these are immediately available, send a child to the school office. In situations where a fight is occurring in an isolated area (for example, a toilet) the member of staff is to seek immediate assistance from the nearest teacher/ staff member on duty or in the nearest classroom. If necessary, contact the school office for emergency assistance.

(c) once another teacher/ member of staff is in the vicinity, then they can attempt to separate the pupils and to calm the situation.

The importance of the presence of another teacher/ member of staff is twofold: firstly, the two teachers/ staff are a witness to each other's actions if any allegations of assault are subsequently made by pupil or Parent/Carers. Secondly, another teacher/members of staff may reduce a risk of bodily harm being suffered by the teacher. A sole teacher would be in a very exposed position if a fight were intercepted. Never instruct other pupils to break up fights.

If a child tries to run from a classroom, physical restraint may be used in accordance with school policy.
If a child becomes extremely angry or agitated and the potential for a violent incident is likely to occur, first try to get the child to leave the classroom as 'time out' whilst getting the assistance of another member of staff. If a child refuses to leave a classroom, and it is essential that the child must be separated from others, remove the rest of the class and send a pupil to the school office to seek the support from a senior member of staff. If there is an empty classroom nearby, move the class to that room, otherwise remove the class to the corridor or outside.

**Restrictive Interventions, Seclusion and Safeguarding**

The Trust follows the DfE statutory guidance on restrictive interventions and seclusion. All incidents must be:

- recorded in line with statutory requirements
- reviewed by the DSL for safeguarding implications
- monitored for patterns or escalation
- the least restrictive option necessary to prevent harm

Staff must understand the difference between supervised confinement and disciplinary removal, and the legal thresholds for each.
The Trust recognises that some crisis responses, including physical intervention, restriction of movement or the use of separate supervised spaces, may constitute restrictive interventions under statutory guidance (*Restrictive interventions, including use of reasonable force in schools*, DfE 2026).

A restrictive intervention is any action that limits a pupil's movement, liberty or freedom of action in order to prevent harm.

Seclusion is defined as the supervised confinement of a pupil in a space away from others where the pupil is prevented from leaving of their own free will for safety

reasons. Seclusion is an exceptional measure, not a disciplinary sanction, and must only be used where necessary to prevent significant risk of harm to the pupil or others.

The Trust operates internal removal or internal exclusion arrangements within its schools as disciplinary sanctions for behaviour that does not meet the threshold for suspension or exclusion. In the secondary school this may include an Internal Exclusion Room (ILR). In primary schools this may include supervised removal to a separate learning space. Pupils placed in these provisions are supervised and expected to remain as part of a behaviour consequence. This does not constitute seclusion unless a pupil is prevented from leaving because of immediate safety risks.

Any significant restrictive intervention, including restraint or seclusion, will be:

- Recorded in writing as soon as practicable, including the pupil's name, date, time, location, reason for the intervention, type and duration of restriction used, and any injuries or follow-up support provided:
- Reported to parents or carers as soon as practicable
- Shared with the Designated Safeguarding Lead for monitoring, review and safeguarding oversight.

**First Aid**

Naturally where immediate First Aid is required it is necessary to act quickly. Wherever possible when administering First Aid:

- have other pupils/colleagues in the vicinity
- say aloud why you are touching a particular part of the anatomy

Always record very accurately any First Aid on the Accident Forms available stating which parts of the body were touched.

If at all possible, have this witnessed and signed by another adult.
Unless you are in an emergency situation, you should not attempt to give First Aid. It is School Policy that only recognised qualified First Aiders can administer First Aid. (See School Health and Safety Policy).

**Please see staff code of conduct policy**

## School Visits / Journeys: Self Protection

See Visits & Journeys Policy. If it is an overnight trip, staff should always check the rooms in pairs.

On a journey, staff should never under any circumstances, take a child or children into their bedroom.
If other staff are aware this has happened this must be reported immediately to the trip leader who will contact the Designated Lead for advice.

Staff should not go into the toilet alone with children. If this is essential the member of staff must inform the trip leader or a colleague that it is necessary to do so.

All members of staff should carry identification when on journeys with children.

## Searches

It is most appropriate that searches are carried out by members of the Leadership Team or senior staff, although there may be rare occasions where this is not possible. The Leadership Team will carry out searches using the metal detector wands.

Staff should ensure there is more than one member of staff present if it is essential to search a child and their property.

There must be at least one member of staff present who is the same gender as the child.

Students should be asked to empty bags of all items and pockets of trousers/shirts/jackets and not touched during a search. Do not touch a child.

Students should be asked to empty their locker.

For more detailed guidance staff must refer to the Searching, Screening and Confiscation Policy.

## General: Self Protection

If a child touches a member of staff or talks to a member of staff in in a sexually inappropriate way or place, the member of staff should record what happened and ensure that another adult also knows.

The child should not be made to feel like a criminal. However, staff must not ignore such behaviour or allow it to go on. Neither is it a good idea for the child to go on doing this as the next person might take advantage and then say the child instigated it.

Staff should not place themselves in a situation where they are spending excessive amounts of time alone with one child away from other people. Staff should ensure the door is left open if they have to be in a room alone with a child and should tell another staff member if they are going to see a child on their own.

Staff must give firm guidelines on sexually inappropriate behaviour to the child. They should explain that the behaviour is not acceptable and could get the child into difficulty, but be sure that they do not make the child feel guilty.

Staff should be clear that they should never do something of a personal nature for children that they can do themselves.
Staff should be mindful of how and where they touch children (only if absolutely necessary).

Staff should be careful of extended hugs from children. This might be particularly relevant to those working with children with special needs. If a student is liable to touch or hug adults the SENCO or Designated Lead will need to talk with that student and the Parent/Carers of the student.

If a member of staff must physically restrain a child for any reason, they should be aware that it could be misinterpreted as assault.

Staff must never keep suspicions of inappropriate behaviour or abuse by a colleague to themselves.

All staff should be mindful of their own use of social media and electronic communication. Staff should ensure their own social media sites have the highest possible privacy setting and should regularly check that this setting is in place. No member of staff should give students their personal email address or personal telephone numbers. All individual communications must be through the school systems.

Staff are asked not to use mobile phones, smart watches or personal music players in classrooms or corridors when students are on site confining such use to offices, the staff room and times when students are not present. Mobile phones or smart watches

should not be used to contact Parent/Carers nor should Parent/Carers be supplied with staff personal mobile phone numbers.

Staff should at all times be aware that their role in the local community and their behaviour in the community and online, must meet professional expectations.

## Educating Young People to Keep Safe

Through the PSHE Curriculum, thought for the Day, the tutorial programme and where appropriate individual subject lessons students will be given opportunities to be educated on personal safety, on line safety, British Values, the Prevent Agenda; Relationships Educations and Relationships and Sex education, misuse of illegal and legal drugs, alcohol misuse, anti-bullying, cyber bullying and prejudiced-based and discriminatory bullying. This programme will be audited annually by the Designated Lead or Deputy Designated Lead

## Training

**Raising Awareness of Child Protection Issues**:

All staff including, all site staff, will receive training and updates and reminders of responsibility, policies and procedures every year. All new staff will receive Child Protection training as part of their induction training.

The nominated Designated Lead will undertake training of all staff or will arrange appropriate training of all staff.

**Staff:**

Staff information and training will be provided in a variety of forms on a regular basis.

This will include:

- whole staff input on procedures and referrals and self-protection issues.
- subsequent information on procedures to all new staff to the school.
- workshop sessions on how to handle 'disclosures'.

- Publication to all staff and training of all staff of Part 1 of the 2026 Keeping Children Safe in Education Guidelines. This will form the basis for any training.

**Students:**
Via the PSHE programme, pupils will be supported in self-protection and assertiveness. This programme, Thought for the Day and assembly programmes also include raising awareness on safety, including misuse of illegal and legal drugs, alcohol misuse, anti-bullying, cyber bullying and prejudiced-based and discriminatory bullying. All curricular areas and interactions should aim to raise self-esteem.

## Support for Child Returning after Child Protection Care

Where a child protection case or investigation means the child has had time off from school, a support plan or reintegration plan will be agreed with the Parent/Carers/carer or Social Worker. This will be agreed by the Designated Lead or Deputy Designated Lead. The child will be given a named teacher who will normally be the Designated Lead. A Learning Mentor may also be named as a point of contact for the child. While maintaining confidentiality, teaching staff will be informed of any matters they need to be made aware of to support the young person.

If a student has made an allegation against a member of staff they will need support in school from one of the named teachers. A planned programme of support will be agreed by the Designated Lead or Deputy Designated Lead. The CEO/Head Teacher will agree any planned programme for the student.

## Allegations against Staff

This policy is underpinned by the London Child Protection Procedures.

Any allegation by a member of staff, or supply staff, volunteers or contractors must be reported without delay to the Designated Lead or the Deputy Designated Lead. If the Designated Lead is the subject of an allegation, then the referral is to be made to the CEO/Head Teacher. If the CEO/Head Teacher is the subject of an allegation, the referral should be made to the Designated Lead, who contacts the Chair of Governors who is then responsible for taking charge of managing the allegation.

The procedures below are standard for all staff. In the case of an allegation including the CEO/Head Teacher, replace in the procedure, the CEO/Head Teacher with the Chair of Governors.

At the initial stage, the CEO/Head Teacher needs to establish through an initial evaluation undertaken by the Designated Lead, if the allegation is substantial and not false or malicious. If a concern has been raised, the CEO/Head Teacher will consult the LADO (Local Authority Designated Officer) if the referral criteria given below have been met:

1. Has behaved in a way that has harmed or may harm a child.
2. Possibly committed a criminal offence against a child; or
3. Behaved in a way that indicates unsuitability to work with children.

4. Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
5. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In addition to the above

If a staff member has been involved in an incident outside of work that does not involve children however involves an outside agency such as Local authority children's social care or police, this must be reported to the CEO/Head Teacher.

This is to establish whether the reason is a transferable risk, where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The CEO/Head Teacher, on consultation with the LADO, may request the LADO to undertake an independent investigation, especially if the allegation is serious and the result of the initial evaluation warrants a full investigation. If the matter is of a minor nature, the CEO/Head Teacher may choose to handle the matter within the school's standard disciplinary process.

The CEO/Head Teacher may consider suspension. Suspension is legally not a 'neutral' act. Suspension should be used where there is a risk of significant harm to a child. It could be used for acts of gross misconduct where dismissal could be the outcome. Suspension should also be considered balancing the need to retain confidentiality. Alternatives to suspension should be considered, for example. There may be a need to keep both parties separate during an investigation. If this need for separation can be achieved without suspension, then suspension is not a necessary course of action.

Only the CEO/Head Teacher, or the Chair of Governors, can make the decision to suspend a member of staff.

Where the school has chosen to refer the investigation to the LADO, depending upon the outcome of the LADO's investigation, the school may initiate disciplinary action. If significant harm becomes an issue, the LADO will inform the Police and convene a strategy meeting with all key parties including the CEO/Head Teacher to establish the actions being taken.

The CEO/Head Teacher will follow the procedures in dealing with allegations against staff as required by the DfE and the local Safeguarding Board.

Allegations against staff may arise due to behaviour in their personal lives. The general principles stated above apply whether the allegation relates to a member of staff's professional work or personal lives.

Low-level concerns

A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt,' that an adult working in or behalf of the Trust may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phones or smart watches
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.

** not an exhaustive list*

Such behaviour can exist on a wide spectrum, from inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for a LADO referral.

If any staff have concerns, they must report these to the Designated Safeguarding Lead or Deputy. This can also be anonymously, in person or in writing.

As good practice staff will:

- Embed a safe culture of openness, Trust and transparency
- Uphold the school's values
- Model good behaviour
- Create an even safer environment for pupils and staff
- Enable earlier identification of people that pose a risk to pupils
- Support an environment where staff are encouraged and feel confident to self-refer.

## Use of school sites by outside organisations and extra-curricular fixtures and competitions after school

The Trust has breakfast club, after school club, sport fixtures, and extra-curricular clubs that take place before and after the school day, which many pupils attend. To ensure the premises continues to remain safe, the correct safeguarding measures and risk assessment will be in place by each school.

The Trust is dedicated to ensuring the safeguarding of its pupils at all times. It is a requirement of hire that hirers abide by the schools' requirements in respect of safeguarding. Any failure from the hirer in this respect will result in the hire being terminated.

It is the responsibility of the hirers to ensure that safeguarding measures are in place while hiring out the space. If there is a chance that those hiring the premises will come into contact with pupils, for example if the hire occurs during school hours, or when pupils may be present in the school (during after-school clubs or extra-curricular activities), we will ask for confirmation that the hirers have had the appropriate level of DBS check.

The hirer will be required to have appropriate safeguarding policies in place, including safeguarding and child protection, and shall provide copies of these policies on request to the school.

The hirer confirms that, should any safeguarding concerns present themselves during the hire of the school premises, they must contact the DSL or deputy as soon as reasonably practicable.

The Trust may receive an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, The Trust will follow their safeguarding policies and procedures, including informing the LADO.

## Whistle blowing

Staff can report any malpractice and wrongdoing in circumstances not covered by the Safeguarding or Complaints policies and procedures. Staff can raise concerns and receive feedback on any action taken. Staff will be protected from possible reprisals or victimisation if they have acted in good faith. For full details Staff should refer to the Trust whistleblowing policy for further guidance.

# Cause for Concern Form

Ashmole Academy

| STUDENT NAME: | | | | | |
|---|---|---|---|---|---|
| DOB | | FORM | | SEND | |

| STAFF NAME: | | | |
|---|---|---|---|
| Date if incident/report/disclosure | | Time | |
| Location of incident/report/disclosure | | | |
| Date/time record is being made | | | |

If conducting a bag search

Please CONFIRM the following with the student BEFORE the search takes place

☐ Have you explained why the student is being searched

☐ Have you explained where the search will take place and given them an opportunity to respond?

☐ Search conducted with the same sex as the pupil (unless urgent and there is a risk to pupils)

Reason for the search:

NATURE OF CONCERN: Provide details of the incident or concerns you have including times, dates, description of any injuries (use body diagram to indicate area of injury), what you have observed, the child's own words or what you have been told, and if the information is first hand, fact or opinion, any other relevant details / information, etc. Ensure you act in a timely manner when reporting concerns, especially if there is an injury noted.

☐ Front
☐ Back

Signature:.....

*PTO if needed*

Ashmole Academy | Ashmole Trust

Pass on your yellow form to the DSL or Deputy on the same day
Please do not leave in pigeonholes or email the form.

# Cause for Concern Form

| STUDENT NAME: | | | | | |
|---|---|---|---|---|---|
| DOB | | FORM | | SEND | |

| STAFF NAME: | | | |
|---|---|---|---|
| Date if incident/report/disclosure | | Time | |
| Location of incident/report/disclosure | | | |
| Date/time record is being made | | | |

If conducting a bag search

Please CONFIRM the following with the student BEFORE the search takes place

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☐ Search conducted with the same sex as the pupil (unless urgent and there is a risk to pupils)

Reason for the search:

NATURE OF CONCERN: Provide details of the incident or concerns you have including times, dates, description of any injuries (use body diagram to indicate area of injury), what you have observed, heard or been told, if the information is first hand, fact or opinion, any other relevant details / information, etc. Ensure you act in a timely manner when reporting concerns, especially if there is an injury noted. Please attached any witness statements.

☐ Front
☐ Back

Signature:.....
*PTO if needed*

Ashmole Primary School

A member of Ashmole Trust

Pass on your yellow form to the DSL or Deputy on the same day
Please do not leave in pigeon holes or email the form

Osidge School

# Concern Form

**Please complete this form if you have any concerns about a pupil**

| Pupil Name: | | DoB: | |
|---|---|---|---|
| Day/Date/Time: | | Class: | |
| Member of Staff noting concern & Job Title: | | | |
| Reported to: | | | |

Facts

| Concern: (Please describe as fully as possible – Who is/has been involved? What happened? Where did it take place? How often? How long ago? How many times?) |
|---|
| How worried are you about this child on a scale of 1 – 10? (10 being extremely worried. Please circle)<br>1 2 3 4 5 6 7 8 9 10 |
| Other significant information: |

| Signature: | | Date: | |
|---|---|---|---|

| Date | Person Taking Action | Action Taken | Signature |
|---|---|---|---|
| | | | |

| Date feedback given: | | Person giving feedback: | |
|---|---|---|---|

**Please pass this form to a member of the Designated Safeguarding Team**

# APPENDIX 2

| School | Designated Safeguarding Lead | Deputy Designated Safeguarding Lead | Governor |
|---|---|---|---|
| Ashmole Trust | Mrs McLaren | | |
| Ashmole Academy | Mrs McLaren | Mr Watton<br>Ms Clarke<br>Mr Das<br>Mr Clark<br>Ms Best<br>Mr Joseph<br>Miss Chandler | Mrs Walling |
| Ashmole Primary | Miss Costas | Mr Tofallis<br>Mrs Toal<br>Mrs Powell<br>Mr Evaghoras<br>Ms Popova<br>Ms Paphitis | Dr Bowry |
| Osidge Primary | Ms Ostroff | Mrs Dyer<br>Mrs Norman<br>Ms Pontikakis<br>Mrs Mahir<br>Ms Ponti | Mr Mahir |

# APPENDIX 3

The Responsibilities of the Designated Governor/Trustee

Trustees and Governors will nominate a Governor/Trustee who will oversee the Safeguarding Policies and Procedures, having due regard for the September 2026 Safeguarding Guidelines, locally agreed inter-agency procedures and any subsequent amendments or guidelines.

The nominated Governor/Trustee will:

- Review the Safeguarding Policy and Procedures, including Child Protection, annually.
- Ensure all policies are followed by all staff through the annual review meeting with the Designated Lead.
- Review the management of any Child Protection referrals and support for individual students through meeting with the Designated Lead annually.
- Review annually the staff Code of Conduct.
- Ensure all staff are trained annually, this training to include Part 1 of the September 2026 Safeguarding Guidelines.
- Ensure all staff are given such training at induction.
- Ensure the Designated Lead and Deputy Designated Lead attend Designated Lead training annually.
- Ensure the Safeguarding Policies are available publicly on the Trust or schools' websites.
- Ensure the academies/schools follow Safe Recruitment Practices and that at least one member of any interview panel is Safe Recruitment trained.
- Ensure the Single Central register is kept up to date and in line with September 2026 Safeguarding Guidelines, locally agreed inter-agency procedures and any subsequent amendments or guidelines.

# Ashmole Academy

# Ashmole Primary School

# Osidge School

## Appendix 4 – Key Safeguarding Contacts

### Internal Contacts

- Designated Safeguarding Lead (DSL)
- Deputy Designated Safeguarding Leads (DDSLs)
- Safeguarding Governor

### External Contacts

### Barnet Multi-Agency Safeguarding Hub (MASH)

- Telephone: **020 8359 4066**
- Email: **mash@barnet.gov.uk**
- Out of Hours: **020 8359 2000**

### Enfield Children's MASH

- Telephone: **020 3821 1920**
- Email: **childrensmash@enfield.gov.uk**
- Out of Hours: **020 8379 1000**

### Haringey MASH

- Telephone: **020 8489 4470**
- Out of Hours: **020 8489 0000**

### Local Authority Designated Officer (LADO)

### Barnet LADO

- Telephone: **020 8359 4066** (via MASH/Children's Services)
- Email: **lado@barnet.gov.uk**

### Enfield LADO

- Telephone: **020 8379 4328**
- Email: **LADO@enfield.gov.uk**

### Police

- Emergency: **999**
- Non-Emergency: **101**

### NSPCC Helpline

- **0808 800 5000**

**NSPCC Whistleblowing Advice Line**

- **0800 028 0285**
- **help@nspcc.org.uk**

**Prevent**

**Barnet Prevent**

- Via Barnet Community Safety Team / MASH

**Enfield Prevent**

- Via Enfield Safeguarding Partnership and local Prevent referral pathway

**Forced Marriage Unit**

- Telephone: **020 7008 0151**
- Email: **fmu@fcdo.gov.uk**

*Contact details are correct at the time of publication. The Trust will maintain and circulate an up-to-date safeguarding contact directory to all Designated Safeguarding Leads and Deputies, and contact details on local authority websites should be checked where necessary*

# Safeguarding:

# Statutory Guidance

## Keeping Children Safe in Education Part 1 & Annex A

Effective from: September 2026

**Must be read by all staff**