



PIONEER ACADEMIES COMMUNITY TRUST

Child Protection and Safeguarding Policy November 2022

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What to do if you have a welfare concern in Summerfields Primary Academy

Why are you concerned?

For example

- Disclosure
- Child's Appearance – may include unexplained marks as well as dress
- Behaviour change
- Witnessed concerning behaviour

Immediately record your concerns

Follow the schools procedure record on CPOMS, complete 'cause for concern' form, speak with a member of Designated Safeguarding Team

- Reassure the child
- Clarify concerns if necessary (**T**ED: **T**ell, **E**xplain, **D**escribe)
- Use child's own words
- Sign and date your records
- Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead Mrs Lisa Tabbner (01226722480)

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Refer to other agencies as appropriate e.g. LADO, Police, Early Help Form or social care referral
- If unsure consult with social care assessment team (01226 772423 / 438830 / 438831)

If you are unhappy with the response

Staff:

- Seek advice from the Local Authority Safeguarding Team 01226 772423
- Follow Whistleblowing Procedures
- <http://www.proceduresonline.com/barnsley/scb/index.html>

Pupils and Parents:

- Follow school complaints procedures

Record decision making and action taken in the child's child protection/safeguarding file

Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and Re-refer (if necessary)

At all stages the child's circumstances will be kept under review. The DSL / staff will re-refer if required to ensure the child's safety is paramount

1. INTRODUCTION

AIMS OF THIS POLICY

- To ensure that children are effectively safeguarded from the potential risk of harm and that the safety and wellbeing of the children is of the highest priority in all aspects of the academy's work.
- To help the academy maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

PURPOSE OF THIS POLICY

To ensure that all members of the academy community

- are aware of their responsibilities in relation to safeguarding and child protection.
- know the procedures that should be followed if they have a cause for concern.
- know where to go to find additional information regarding safeguarding.
- are aware of the key indicators relating to child abuse.
- fully support the Trust and Academy's commitment to safeguarding and child protection.

This policy applies to all adults, including volunteers, working in or on behalf of the Academy or the Trust.

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2023\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 157 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- This policy also complies with our funding agreement and articles of association.

'All Pioneer Academies Community Trust staff must read at least part 1 of Keeping Children Safe in Education 2019'

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

"Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in education settings; and Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting."

2. CONTEXT

Section 175 and 157 of the Education Act 2002 gives maintained schools and academies a statutory duty to promote and safeguard the welfare of children, and have must have due regard to guidance issued by the Secretary of State. The Trust and this academy recognise their legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse concerns when they arise.

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

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended academy activities. In order to achieve this, all members of staff (including volunteers and governors) in this academy, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

The Trust and the academy seek to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The Trust hopes that parents and children will feel free to talk about any concerns and will see the academy as a safe place if there are any difficulties at home.

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

In our academy, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the Child Protection procedures issued by Barnsley Safeguarding Children Partnership <https://www.proceduresonline.com/barnsley/scb/contents.html>

As a consequence, we

- assert that teachers and other members of staff (including volunteers) in the academy are an integral part of the child safeguarding process;
- accept totally that safeguarding children is an appropriate function for all members of staff in the academy, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in this academy is a responsibility for all staff, including volunteers, and the Governing body;
- will ensure through training and supervision that all staff and volunteers in the academy are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within the academy and liaising with other agencies;
- ensure (through the Designated Safeguarding Lead) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Partnership
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Lead (or designated Deputy in their absence), who will refer on to Children's Social Care in accordance with the procedures issued by Barnsley Safeguarding Children Partnership.
- safeguard the welfare of children whilst in the academy, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs
- will ensure that all staff are aware of the child protection procedures established by Barnsley Safeguarding Children Partnership and, where appropriate, the Local Authority, and act on any guidance or advice given by them
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our academy are suitable to work with children,

- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

3. DEFINITION OF SAFEGUARDING

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

All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

The school acknowledges that this policy will incorporate a range of specific safeguarding issues including (but not limited to):

- Bullying (including cyberbullying)
- Children Missing Education (CME)
- Child missing from home or care
- Child criminal exploitation (county lines)
- Child Sexual Exploitation (CSE)
- Domestic violence
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Honour based abuse
- Mental health
- Missing children and adults
- Online safety
- Prevent duty (radicalisation and extremism)
- Private fostering
- Peer on peer abuse including up-skirting
- Relationship abuse
- Human trafficking and modern slavery
- Youth produced sexual imagery or “Sexting”

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(Also see Annex A within ‘Keeping children safe in education’ 2023 and appendix 2)

Every member of staff at Summerfields Primary Academy recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

4. RELATED SAFEGUARDING POLICIES

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:

Allegations against staff or volunteers
Anti-Bullying
Behaviour and Discipline
Care and control and the use of Physical Intervention
Care and Supervision of Children
Care and Supervision of Employees
Children missing Education
On line safety and social media
Health and Safety
Lunchtime supervision
Pupils absconding from school
School visits and journeys
Site security
Safeguarding Code of Conduct
Safer recruitment
Staff Recruitment
Supporting pupils with medical needs
Visitors
Whistleblowing
Working with Volunteers Policy and Procedures Risk
Assessments (e.g. school trips, use of technology)

Supporting Guidance (to be read and followed alongside this document)

- Teachers Standards 2012
- "Safeguarding Disabled Children – Practice Guidance" - DOH, 2009
- "Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings" - Safer Recruitment Consortium, October 2015
- "What to do if you are worried a child is being abused" – DfE, March 2015
- Early Years Foundation Stage 2017 Welfare Requirements

- **These documents can be found in: *Staff room, school office, shared network.***

- **They are also available to access via the school website**

5. KEY RESPONSIBILITIES

Designated Safeguarding Lead

The Designated Safeguarding Lead for safeguarding and child protection in this academy is:

Lisa Tabbner

In their absence, these matters will be dealt with by:

Craig Marsh Laura Wakefield Cheryl Harris

The Designated Safeguarding Lead is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

The academy recognises that:

- The Designated Safeguarding Lead need not be a teacher but must have the status and authority within the management structure to carry out the duties of the post – they must therefore be a senior member of staff in the academy.
- All members of staff (including volunteers) must be made aware of who the Designated Safeguarding Lead is and what their role is.
- The designated safeguarding lead will act as a source of advice and coordinate action within the academy over child protection cases
- The designated safeguarding lead will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- They should possess skills in recognising and dealing with child welfare concerns.
- Appropriate training and support should be given.
- The designated safeguarding lead is the first person to whom members of staff report concerns.
- The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCP.
- The designated person is not responsible for dealing with allegations made against members of staff.

To be effective they will:

- Act as a source of advice, support and expertise within the academy and be responsible for coordinating action regarding referrals by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by the Barnsley Safeguarding Children Partnership.
- Refer promptly all cases of suspected child abuse to the local social services department or the police child protection team. If a parent arrives to collect the child before the social worker has arrived then it must be remembered that we have no right to prevent the removal of the child. However, if there are clear signs of physical risk or threat, the Police should be called.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the Head of Safeguarding to investigate further.

- Ensure each member of staff and volunteers at the academy, and visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily, this policy.
- Liaise with the Headteacher / Head of Academy to inform them of any issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the child protection policy in order to alert them to the fact that the academy may need to make referrals. Raising parents' awareness may avoid later conflict if the academy does have to take appropriate action to safeguard a child.
- Where children leave the academy roll, ensure any child protection file is transferred to the new academy as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the designated person for child protection.
- Where a child leaves and the new academy is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

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

- Attend training in how to identify abuse and know when it is appropriate to refer a case.
- Have a working knowledge of how Barnsley Safeguarding Children Partnership operates and the conduct of a child protection case conference and be able to attend and contribute to these when required
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection
- Ensure that all staff know about and have access to Barnsley Safeguarding guidelines.
- Ensure Local Safeguarding Children Board Child Protection Procedures are followed.
- Co-ordinate action where child abuse is suspected.
- Facilitate and support the development of a whole academy policy on Child Protection.
- Attend case conferences or nominate an appropriate member of staff to attend on his/her behalf.
- Maintain records of case conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a "need to know basis".
- Raise staff awareness and confidence on child protection procedures and ensure new staff are aware of these procedures.

Members of Staff

All members of staff have a responsibility to:

- provide a safe environment in which children can learn
- ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience

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identify and recognise children who may be in need of early help, who are suffering, or are likely to suffer significant harm

- provide help for children, where appropriate and reasonable
- take appropriate action to prevent safeguarding concerns escalating and work with other services as needed
- safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy) □ maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
- respond to and refer any concerns about children or other members of the community in accordance with this policy
- Contribute towards, read and adhering to the school policies

All members of staff know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. See appendix 4 for advice for staff on responding to safeguarding concerns.

The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST always be reported to the designated Safeguarding Lead(s) immediately.

Designated Governor

The Designated Governor for Safeguarding at this academy is

Gary Crossland

Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the Designated Safeguarding Lead is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the academy on a regular basis, and no less than annually, to ensure that:

- The academy is carrying out its duties to safeguard the welfare of children at the academy;
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;

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- Child protection is integrated with induction procedures for all new members of staff and volunteers
The Academy follows the procedures agreed by **Barnsley Safeguarding Children Partnership**, and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed in the academy, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are raised, take appropriate action in line with BSCP Allegations against Staff Procedures and BMBC Disciplinary Procedures.

Board of Trustees

Pioneer Academies Community Trust Board of Trustees will, through the Executive Principal:

- Review safeguarding procedures annually as part of the Trust's annual safeguarding audit, alongside the Headteacher / Head of Academy to ensure that the academy is carrying out its duties to safeguard the welfare of the children at the academy.
- Ensure that each individual academy follows the procedures agreed by Barnsley Safeguarding Children Partnership, and any supplementary guidance issued by the Local Authority.
- Ensure that all staff, volunteers will be vetted to ensure that only persons suitable to work with children shall work in the school.
- Where safeguarding concerns about a member of staff are raised, ensure that the Academy takes appropriate action in line with BSCP Allegations against Staff procedures and DfE guidance 'Dealing with Allegations of Abuse against Teachers and other Staff'

Parents and Carers

Parents/carers have a responsibility to:

- Read the relevant school/policies and procures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify changes in behaviour which could indicate that their child is at risk of harm online
- Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
- Contribute to the development of the schools safeguarding policies

A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures.

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

6. RECOGNITION AND TYPES OF ABUSE AND NEGLECT

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

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- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix 2. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education' 2023 and 'What to do if you are worried a child is being abused' 2015.

All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.

Members of staff are aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. For example children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown or in some cases unidentifiable individuals. In the case of honour based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time, but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being. The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviour's; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

7. SAFER RECRUITMENT

The Academy pays full regard to DFE guidance 'Safeguarding Children and Safer Recruitment in Education' 2012. We ensure that all appropriate measures are applied in relation to everyone who works in the Academy who is likely to be perceived by the pupils as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice has been fully encompassed in the Academy's Recruitment Policy and its procedures.

Safer recruitment practice includes scrutinising applications, verifying identity and qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking rigorous selection procedures and enhanced Disclosure and Barring Service checks.

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In each Academy the Principal, Senior Leadership Team and a number of Governors have successfully undertaken Safer Recruitment Training. At least one member of every interview or appointment panel has successfully completed this training.

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

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

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for
- An enhanced DBS check is completed for all new appointments to the Academy workforce
- An enhanced DBS check is obtained for volunteers following a risk assessment considering the frequency, regularity, duration and nature of contact with children and young people
- The Academy ensures that any contracted staff are DBS checked where appropriate

- The academy maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and includes appropriate recruitment information such as:
 - Dates of recruitment;
 - References;
 - Identity checks;
 - Criminal records check reference number, including date check was obtaining and details of who obtained it;
 - Eligibility to work in the UK checks;
 - Other essential key data.
- All new appointments to the Trust workforce are subject to identity, criminal conviction disclosure, health and rights to work in the UK checks prior to appointment
- The Trust satisfies itself that the same level of stringent checks have been undertaken on any supply staff.
- The Governing Body will ensure that the Head Teacher and other senior staff responsible for recruitment complete accredited Safer Recruitment Training in line with government requirements. Best practice would also suggest that at least one member of the Governing Body would also complete Safer Recruitment Training to ensure a trained panel member is available for Headteacher recruitment.
- The headteacher will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information.

Volunteers

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the academy, in whatever capacity, will be recruited in line with PACT Policy.

8. SAFE WORKING PRACTICE

Each Academy has undertaken Child Safeguarding training for all staff and updates this training at least every 2 years to ensure that staff are safe and aware of behaviours which should be avoided. In addition the Academy's Staff Code of Conduct outlines acceptable and unacceptable behaviour towards children and young people. A summary of this is also provided at least annually at the start of the new academic year.

All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's **Behaviour Management and Physical Intervention Policies**, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings** (2015) which can be found *in the staff room, school office, shared network*.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings**, the school's **Social Media Policy** and **Acceptable Use Policy**

Safe working practice ensures that students are safe and that all staff:

- Are responsible for their own action and behaviours and know how to avoid any conduct which could lead any reasonable person to question their motivation or intentions;
- Work in an open and transparent way;
- Discuss and/or take advice from the Academy management over any incident which may give rise to concern;
- Record any incidents or decisions made in relation to a child or young person;
- Apply the same professional standards regardless of gender or sexuality;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

9. STAFF INDUCTION AWARENESS & TRAINING

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All members of staff have been provided with a copy of part one of the "*Keeping Children Safe in Education*" (2023) which covers Safeguarding information. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2023. Members of staff have signed to confirm

that they have read and understood Part One and Annex A. This is recorded on the Single Central Record

The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted as regards the school's internal safeguarding procedures and communication lines.

All staff members (including temporary staff) will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:

- **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
- **Respond** appropriately to safeguarding issues and take action in line with this policy
- **Record** concerns in line with the school policies
- **Refer** concerns to the DSL and be able to seek support external to the school if required

All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.

All staff members (including temporary staff) will receive regular safeguarding and child protection updates for example through

- Staff briefings
- Bulletins
- Key Stage meetings as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff members (including temporary staff) will also be made aware of the schools expectations regarding safe and professional practice via the staff code of conduct

The school recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding policy when reviewing policy and procedures.

The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

Although the school has a nominated lead for the governing body all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

All new staff at the academy (including volunteers) will receive child protection information ("What To Do If You Suspect A Child Is Being Abused") and a copy of this policy on starting their work at the academy.

The Designated Safeguarding Lead and Deputy Safeguarding Lead with responsibility for Child Protection undertake Lead safeguarding training on a 2 yearly basis, provided by the Local Authority.

All other staff, including associate staff, will be expected to attend training on safeguarding children and this will enable them to fulfil their responsibilities in respect of child protection effectively. Training will be updated at least every three years.

All staff (including temporary staff and volunteers) are provided with a written child Safeguarding Induction prior to taking up appointment and are provided with a copy of this and other relevant policies during Induction. Governors will also be expected to attend Safeguarding training.

Staff visiting the Academy for short periods of time e.g. 1 day supply cover, will receive information in relation to safeguarding children and the procedures they must follow.

Support, Advice and Guidance for Staff

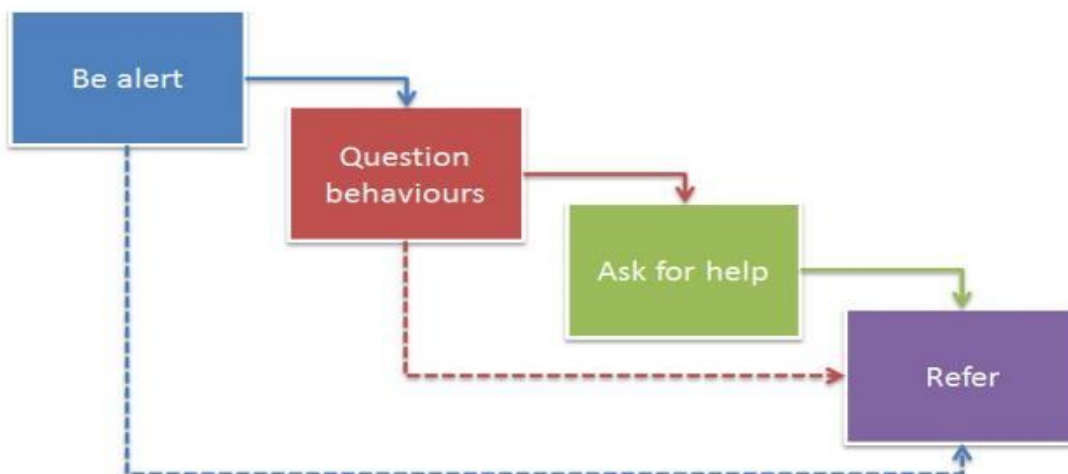
Staff will be supported by the Designated Lead and / or Deputy Designated Lead with Responsibility for Child Protection, who will provide guidance and training where appropriate. Advice and support is always available from the Local Authority's Social Work Team and further advice is available from the Police.

10. SAFEGUARDING AND CHILD PROTECTION PROCEDURES - DEALING WITH CONCERNS

All staff follow the Local Authority Safeguarding Children Board Child Protection Procedures which are consistent with 'Working Together to Safeguard Children' and 'What to do if You are Worried a Child is Being Abused' 2015.

'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.

All members of staff are expected to be aware of and follow this approach:



It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the police.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

It is not the responsibility of any member of staff or volunteer to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead with responsibility for child protection (or the Deputy Safeguarding Lead in their absence) prior to any discussion with parents/carers. A 'Cause for Concern' procedure has been adopted for this purpose.

- Concerns should be reported to the Designated Safeguarding Lead **immediately** and should also be recorded using the academy's CPOMS system or 'Cause for Concern' documentation which should then be scanned on to CPOMS.
- A 'Cause for Concern' is an action, observation or discussion that makes you feel anxious about the safety or wellbeing of a child.
- All causes for concern must be recorded and must be passed to the Designated Safeguarding Lead immediately.
- The Designated Safeguarding Lead will ensure the concern is recorded on the academy's electronic recording system (CPOMS) and decide on the appropriate actions
- The Designated Safeguarding Lead will consider if the issue needs to be passed to Children's Social Care Assessment and Joint Investigation Team for further action via a telephone conversation and the 'Request for Service' procedure
- A vulnerable pupil file will be created on CPOMS and all subsequent concerns, verbal and written correspondence and actions will be recorded against the pupil's name.
- All discussions, telephone calls and meetings in relation to the pupil must be recorded on CPOMS
- The designated Safeguarding Lead and other appropriate professionals will hold a monthly meeting to discuss and review all live and dormant records.
- Paper documentation for each pupil must be stored in a secure place, accessible only to appropriately designated staff.

Staff will Immediately Report

- Any suspicion that a child is injured, marked or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, writing or acts).
- Any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse from any person.
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).
- Record any concerns on the 'Cause for Concern' report form

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

11. RESPONDING TO DISCLOSURE

Disclosures or information may be received from students, parents/carers or other members of the public. The Academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next. If a child chooses to tell a member of staff about possible abuse, in order to support the child they will:

- stay calm and be available to listen
- listen with the utmost care to what the child is saying
- question normally without pressurising
- don't put words into the child's mouth but note the main points carefully
- keep a full record – date, time, what the child did, said, etc
- reassure the child and let them know they were right to inform us
- inform the child that this information will now have to be passed on
- immediately inform the Designated Safeguarding Lead or his/her deputy

All members staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing

12. ACTION BY THE DESIGNATED SAFEGUARDING LEAD (OR OTHER SENIOR PERSON IN THEIR ABSENCE)

Following any information raising concern, the senior designated person will consider:

- Any urgent medical needs of the child.
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g. Police, Social Care etc.
- The child's wishes.

Then decide:

- Wherever possible, to talk to parents/carers, unless to do so may place a child at risk of significant harm, impede any Police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to Social Care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage.
- If further monitoring is necessary.

- If it would be appropriate to undertake a Common Assessment and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care will be accompanied by a standard Referral Form

Action following a child protection referral

- The designated senior person or other appropriate member of staff will:
- Make regular contact with Social Services
- Contribute to the Strategy Discussion and Initial Assessment
- Provide a report for, attend and contribute to any subsequent Child Protection Conference
- If the child or children have a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- Share all reports with parents prior to the meetings
- Where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a child Protection Conference, discuss this with the Local Authority Head of Safeguarding
- Where a child is having a Child Protection Plan moves from an Academy or goes missing, immediately inform the key worker in Social Services

Any referral to Social Services by telephone must be confirmed with the specified written form and a copy kept on the confidential academy file. A note must be made of the Duty Social Worker and the time at which the call is made. **If parents have not been informed about (or if they have agreed to) the referral being made this must be reported to Social Services.**

13. MONITORING AND RECORD KEEPING

It is essential that accurate records be kept where there are concerns about the welfare of a child. It is important to recognise that regulations published in 1989 do not authorise or require the disclosure to parents of any written information relating to Child Protection. Although the preferred practice is for parents to be informed of and agree to any referral being made (unless it relates to Sexual Abuse).

Staff must keep the Headteacher / DSL informed of:

- poor attendance & punctuality
- concerns about appearance and dress
- changed or unusual behaviour
- concerns about health and emotional well being
- deterioration in educational progress
- discussions with parents about concerns relating to their child
- concerns about home conditions or situations
- concerns about pupil on pupil abuse (including serious bullying)

When there is suspicion of significant harm to a child and a referral is made as much information as possible should be given about the nature of the suspicions, the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect.

Reports may be needed for Child Protection Case conferences or the criminal/civil courts. Consequently records and reports should be: □ factual (no opinions)

- non-judgemental (no assumptions)
- clear
- accurate □ relevant

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. The Academy has adopted a clear electronic system (CPOMS) for keeping all child protection and safeguarding records. Paper records will be locked away and only accessible to the Headteacher and designated safeguarding lead(s). These records will be copied and transferred to any academy or setting the child moves to, clearly marked 'Child Protection, Confidential, for the attention of the Designated Senior Person with Responsibility for Child Protection'.

14. INTER-AGENCY WORKING

The academy recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC), both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.

The academy recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.

The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

15. PHOTOGRAPHING CHILDREN

We understand that parents like to take photos of or video record their children in the academy play, or at sports day, or academy presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Safeguarding / Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow parents or others to photograph or film any pupil other than their own child at any academy activity.

We will not allow images of pupils to be used on academy websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name unless we have parents' permission.

The allowing of photographs and videos at any academy event will be at the discretion of the Headteacher / Head of Academy. The Headteacher / Head of Academy should put into place any steps deemed appropriate to ensure the safeguarding of children in relation to photography at school events, including sending out letters to parents/making announcements to parents prior to events regarding rules or restrictions on photography.

16. MOBILE PHONES AND CAMERAS

The academy recognises that many pupils have their own personal phones and these can be useful tools to support children's safety especially when travelling to and from school. Pupils are allowed to bring their personal phones to school for their own use. Pupils are asked to hand in their personal phones for safe keeping, at the school office on arrival. These will be kept securely and returned to the pupil at the end of the school day.

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras. We will follow the GDPR regulations when taking and storing photos and recordings for use in the school.

- Personal mobile phones should be switched off and not be used during lesson time.
- Staff must not use personal mobile phones to contact parents, carers or children.
- Personal cameras must not be used in school

17. CONFIDENTIALITY AND INFORMATION SHARING

The academy recognises that timely information sharing is essential to effective safeguarding. The academy, and all members of staff at the academy, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

The academy recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

All members staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing

If the academy is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the Barnsley social care assessment team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

18. CONDUCT OF STAFF

The Academy has a duty to ensure that high standards of professional behavior exist between staff and children, and that all members of staff are clear about what constitutes appropriate behavior and professional boundaries. The Academy has adopted a Staff Code of Conduct for safeguarding children which all staff have agreed to follow.

The academy has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), email, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside academy hours or academy duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Barnsley Safeguarding Children Partnership procedures, we will view this as misconduct, and take appropriate action

An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at Pioneer Academies Community Trust. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures.

19. PHYSICAL CONTACT AND RESTRAINT

Members of staff may have to make physical interventions with children.

Members of staff will only do this in line with the Academy policy on Care and Control and the Use of Restraint.

Members of staff using physical interventions with children have undertaken Team Teach training and interventions should be in line with team teach principles.

20. INTIMATE CARE

Children requiring regular intimate care on site must have a written care plan which staff will adhere to. If an accident occurs and a child needs assistance with intimate care this will be risk managed to afford dignity to the child as well as security to the staff member. Staff will behave in an open and transparent way by informing another member of staff and having the child's consent to help. Parents will be informed and incidents recorded.

21. ON LINE SAFETY

It is recognised by the academy that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. The academy's on line safety policy, available in the staff room, school office and on the academy website, explains how we aim to keep pupils safe in academy.

Acceptable I.T. use for staff, pupils will be enforced and parents are also informed of expectations acknowledgement of this policy will be signed and returned to academy.

Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the school.

The academy identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.

The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2019.

The academy recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2023 and has appropriate policies in place that are shared and understood by all members of the school community. Further information reading the specific approaches relating to this can be found in the schools Social Media and Online Safety Policy.

The academy will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in academy.

The academy acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology.

Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

Parents are encouraged to consider measures to keep their children safe when using social media.

The academy will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

22. ALLEGATIONS AGAINST MEMBERS OF STAFF

The academy recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported directly to the Chair of Governors and LADO.

If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Possibly committed an offence against a child
- Behaved in a way that has harmed or may have harmed a child.
- Behaved in a way that calls into question their suitability to work with children

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by our 3 local safeguarding partners.

All members of staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.

All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

The academy has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

For specific guidance on how to respond to allegations against staff, please refer to the **“Procedures for Managing Allegations Against Staff” and Whistle Blowing Policy** which can be found in the staff room, school office, shared network.

23. PEER ON PEER ABUSE (Allegations of abuse made against other children)

All members of staff recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

The academy believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 10, above and in accordance with Barnsley Safeguarding Children Partnership procedures.

The academy is aware of the potential gender issues that can be prevalent when dealing with peer on peer abuse including but not limited to, being sexually touched/assaulted or being subject to initiation/hazing type violence.

Further information about the school's response to specific allegations of abuse against pupils can be located in **behaviour policy, anti-bullying, social media and online safety policy**.

The academy will respond to cases of “sexting” (or Youth Produced Sexual Imagery) in line with the UKCCIS [“Sexting in Schools and Colleges”](#) guidance and BSCP guidance.

- Further information in relation to the school's approach to “sexting” can be found in the school Online Safety Policy available on the school website, staffroom or school office.

The academy will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally.

Pupils who have experienced peer on peer abuse will be supported by:

- Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
- Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
- Providing reassurance and continuous support
- Working with the wider community and local/national organisations to provide further specialist advice and guidance.

Pupils who are alleged to have abused other pupils will be helped by:

- Discussing what happened, establishing the specific concern and the need for behaviour to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
- Speaking with police or other local services (such as early help or children's specialist services) as appropriate.

The academy is aware of and will follow the Barnsley local procedures for supporting children who are at risk of harm as a result of their own behaviour.

24. SAFEGUARDING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The academy acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

The academy will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

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

25. SAFEGUARDING LOOKED AFTER / POST LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The designated safeguarding lead together with the designated teacher for LAC children will ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. The designated teacher should work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

26. SITE SECURITY

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors to the academy are asked to sign in and out via the office visitors log and display a visitors badge whilst on school site, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the academy's safeguarding and health and safety regulations to ensure children in academy are kept safe. The Headteacher / Head of Academy will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

27. CURRICULUM AND STAYING SAFE

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

We will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.

Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, online safety, gender based violence/sexual assaults and 'sexting'.

Systems have been established to support the empowerment of children to talk to a range of staff. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Specific systems outside of expected day to day classroom interaction and support may include: (not exhaustive)

- School/Student Council
- Listening posts/benches
- Worry boxes
- Buddy and peer-mentoring systems
- Peer mediation
- PSHE events
- Regular feedback questionnaires with groups of children
- ANTI-BULLYING POLICY
- JIGSAW
- SEAL
- Think U Know, Childnet, Digital Literacy Scheme of work etc.

28. CONTRACTED SERVICES

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

If this assurance is not achieved then an application to use premises will be refused.

29. SPECIFIC SAFEGUARDING ISSUES

There are many issues of concern affecting children today and not all can be listed here. We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our pupils.

Missing Children

A child going missing from education, which includes within the academy day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

All pupils will be placed on admission and attendance registers as required by law.

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period of 10 days or more in line with local Barnsley procedures.

Child Sexual Exploitation CSE

All staff at have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-andguide-for-practitioners>

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

Our Academy identifies that CSE involves exploitative situations, contexts and relationships where young people receive something from an adult (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Every member of staff recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

Female Genital Mutilation FGM

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their duty to report.

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 also still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. Summary of the FGM mandatory reporting duty can be found at Appendix 4

The DSL will complete the FGM e-Learning package (Educare) The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes:

□ "FGM The Facts":

www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1_587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf

Honour based violence

Members of staff are aware that 'Honour-based' violence (HBV) 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 HBV 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 HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

All members of staff will follow the school and BSCP procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Preventing Radicalisation

We recognise that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately. Every member of staff recognise that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. Concerns regarding radicalisation and extremism must be reported to the DSL who will follow local and national guidance.

The DSL is appropriately trained and be able to offer advice, support and information to other staff.

We will ensure all members of staff complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. This could include the NCALT e-Learning http://course.ncalt.com/Channel_General_Awareness/01/index.html or Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>. Or Educare on line training. The DSL will attend additional training which includes further information on the Prevent Duty.

We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt')

and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

30. IMPLEMENTATION, MONITORING, AND REVIEW

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

The effectiveness of the policy will be reviewed and evaluated by pioneer Academies community Trust annually in light of any specific incidents or changes to local or national guidance.

The designated governor at each Academy's local governing body will monitor the academy's child protection work and report back to the LGB meeting.

The Headteacher / Head of Academy will report on safeguarding matters at least termly through their report to the local governing body.

The Headteacher / Head of Academy will also complete the Annual Headteacher's Safeguarding report which is submitted to the local Authority after it has been agreed with the LGB. The Headteacher will also submit a copy of this report to the Academy Trust, via the CFO.

The Safeguarding policy will be published on Pioneer Academies Community Trust's website and each academy's website.

It is the responsibility of the Executive Principal to ensure that this policy is reviewed annually with the Trust Board of Trustees.

It is the responsibility of the Headteacher / head of Academy in each academy to ensure that this policy is shared with all members of the academy (including volunteers and members of the local Governing Body) annually.

It is the responsibility of the designated safeguarding Lead to ensure that this policy is reviewed annually and available of the academy's website to share with parents and all stakeholders.

31. COMPLAINTS

The academy has a **Complaints Procedure** available to parents, pupils/students and members of staff who wish to report concerns. This can be obtained from the school office, and school website

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for 'Managing Allegations against Staff' policy available from the school office and school website.

Cause For Concern Form

CONFIDENTIAL

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Teacher.

Name of child:	Class:
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Siblings:

Name of staff member completing form:		
Day: (of observed behaviour / discussion / disclosure)	Date:	Time:

Nature of concern:

For Designated Teacher use

Date & time received by designated teacher:
--

Action Taken:
By Whom:

Outcome:

Discuss with child (if necessary):

SEN Register /EHA / Agency involvement:

Information shared with:

Refer to Social Services: (when – date time, person spoken to, agreed actions)

Cause for Concern Procedures

A 'Cause for Concern' is an action, observation or discussion that makes you feel anxious or worried about the well-being or safety of a child. This could be a change in behaviour or a comment from a young person.

All causes for concern must be recorded immediately and in writing on the cause for concern record sheet by the person with the concern.

This must then be passed to the Designated Safeguarding Lead immediately, if possible, or at least within the hour. The DSL will decide on the appropriate actions, completing the 'for designated teacher use' section of the Cause for Concern sheet.

Even if this results in no further action a Vulnerable Pupil File would be raised. This will include:

- Vulnerable Pupil Information Sheet
- Monitoring record sheet
- Cause for Concern Form
- Sticker on the front of the folder indicating any other siblings
- This folder is placed in the 'live' Vulnerable pupils and families section
- Make other staff aware that a Vulnerable pupils and families file has been raised – raise in staff meeting/ briefing
- Clear chronology of concerns

Any further discussions, telephone calls or meetings in relation to the child must be recorded on the monitoring record sheet.

Designated teachers and other appropriate adults will hold a monthly meeting to discuss and review all live and dormant case files. This provides the opportunity for designated teacher to:

- Monitor that agreed actions have taken place
- Evaluate the impact of these actions
- Agree next steps
- Quality assure written records

All further involvement and documentation must be stored in this file and nowhere else. Files will be stored in a secure place and only accessible to the designated safeguarding leads within academy.

DEFINITIONS AND INDICATORS OF ABUSE AND NEGLECT

Identifying children and young people who may be suffering significant harm

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Teachers and other adults in each Academy are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or Trust staff being alerted to concerns.

Definitions

As in the Childrens Acts 1989 and 2004, a child is defined as anyone who has not yet reached
th his/her
18 birthday.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Harm means ill treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another **development** means physical, intellectual, emotional, social or behavioural development; **health** includes physical and mental health; **ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

SIGNS & DEFINITIONS OF ABUSE

Neglect

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

Neglect may occur during pregnancy, for example, as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment.

It may also include neglect of or unresponsiveness to a child's basic emotional needs.

Actual or likely persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Signs that MAY INDICATE neglect.

- Inappropriately dressed or ill-kept child
- Recurrent and persistent minor infections
- Frequent attendance at accident & emergency department or admission to hospital
- Severe nappy rash
- General developmental delay
- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Physical Abuse

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

Physical injury

Actual or likely injury to a child, or failure to prevent physical injury (or suffering) to a child

Signs that MAY INDICATE physical abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns □ Injuries suggesting beatings (strap marks, welts) □ Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Actual or likely exploitation of a child or adolescent, where a person involves a child in activity which that person expects to lead to their sexual arousal. This might involve intercourse, touching, exposure of the sexual organs, showing of pornographic material or talking in an erotic way.

Signs that MAY INDICATE Sexual Abuse

- Hint about secrets they cannot tell
- Say that a friend has a problem
- Ask if you will keep a secret if they tell you something
- Begin lying, stealing, blatantly cheating, in the hope of being caught
- Have unexplained sources of money
- Have terrifying dreams
- Start wetting themselves
- Exhibit sudden inexplicable changes in behaviour such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities, such as music, sports, art, scouts or guides, going on a summer camp, gym club
- Be reluctant to undress for gym
- Become fearful or refuse to see certain adults for no apparent reason
- Show dislike of a particular babysitter, relative or other adult
- Act in a sexual way inappropriate to their age
- Draw sexually explicit pictures depicting some act of abuse
- Seem to be keeping secret something which is worrying them
- Have urinary infections, bleeding or soreness in the genital or anal area
- Have soreness or bleeding in the throat
- Have chronic ailments, such as stomach pains or headaches
- Take over the parental role at home, seem old beyond their years (if a victim of incest)
- Develop eating disorders such as anorexia or bulimia
- Become severely depressed , even attempt suicide
- Have a poor self image,
- Self harm
- Continually run away
- Regress to younger behaviour, such as thumb sucking, surrounding themselves with previously discarded soft toys
- Show discomfort when walking
- Say that they are no good, dirty, rotten

Emotional abuse:

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

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent 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.

Signs that MAY INDICATE Emotional Abuse

- Physical, mental and emotional developmental lags
- Admission of punishment which appears to be excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situation
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food / clothes

Appendix 3

New duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police What is the new duty?

On 31 October 2015 a new duty was introduced that requires health and social care professionals and teachers to report 'known' cases of FGM in girls aged under 18 to the police. For example, if a doctor sees that a girl aged under 18 has had FGM they will need to make a report to the police. Or, if a girl tells her teacher that she has had FGM, the teacher will need to report this to the police.

What will happen after the case has been reported to the police?

FGM is a serious crime and the police will need to investigate each reported case appropriately. The police will work with social care professionals to make sure that the girl is safe and her needs are put first. Why is it being introduced?

When a girl has undergone FGM, a serious crime has taken place so it is very important that the police are involved as soon as possible. This will make sure that a proper investigation can take place.

The purpose of the new duty is to help make sure that professionals have the confidence to confront FGM and to help increase the number of referrals to the police so that cases can be investigated appropriately.

What the new duty won't do

It doesn't mean that police will take action without consulting appropriately with social care professionals and other relevant professionals.

It won't require professionals to report cases to the police where they suspect FGM may have been carried out or think a girl may be at risk. The duty also doesn't apply to women aged 18 or over. Professionals will follow existing safeguarding procedures in these cases. Summary: Mandatory reporting of FGM* Duty applies to regulated health and social care professionals and teachers in England and Wales. Requires these professionals to make a report to the police if, in the course of their professional duties, they:• are informed by a girl under 18 that an act of FGM has been carried out on her; or• observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour

or birth.*introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

Appendix 4

USEFUL CONTACTS IN THE LOCAL AUTHORITY

If you are concerned about a child you should contact the Assessment Team that covers the area in which the child lives. A Social Worker will be available at these teams from 8.30am to 5pm Monday to Thursday and 8.30am to 4.30pm Fridays. If you have a concern out of these hours you should contact the Emergency Duty Team.

Emergency Duty Team	Tel: 0844 984 1800
Local Authority Designated Officer: Ruth Holmes	Tel: 01226 772341
Children's Social Care General Number	Tel: 01226 775656
Assessment Service 8.30am - 5pm (Mon to Thurs) 8.30am - 4.30pm (Fri)	Tel: 01226 772423 or 01226 438830 or 01226 438831 Fax: 01226 772404
Safeguarding Children Board Manager PO Box 634, Barnsley S70 9GG	Tel: 01226 775859 Fax: 01226 772398
Safeguarding List (List of children with a Child Protection Plan)	Tel: 01226 772400 Fax: 01226 772398
Monica Green, Head of Service, Safeguarding and Quality Assurance	Tel: 01226 772519

Mel John-Ross Service Director, Children's Social Care and Safeguarding	Tel: 01226 773665
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Appendix 5

National Support Organisations

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk