Waterton Newstead Academy
Child Protection and Safeguarding Policy

Contents

1. Our School

1.1 Our Vision

Waterton Academy Trust believes that all pupils deserve access to a high quality education which meets their individual needs. Our children across all settings engage in rich and relevant curriculums, and our staff have high aspirations for the children in their care.

We aim to provide environments where all children reach their full potential, in acknowledgement that every pupil is an individual with different needs and motivations. Our school is a very special place, providing the highest quality of care and education for the children attending the setting, working with each of them as individuals and in full consideration of their unique needs and support requirements. We work hard to prepare our children for the next stage of their education and to lead happy and successful lives as adults.

1.2 Our Golden Rule

We keep ourselves, and each other, safe.

THE GOLDEN RULE

2. Policy Summary

2.1 Policy Introduction

2.1.1 At Waterton Newstead Academy the happiness, safety and well-being of every child is our paramount concern. Safeguarding is a golden thread that runs throughout school, and our Golden Rule is *'We Keep Ourselves & Each Other Safe'.* We listen to our pupils and take what they tell us seriously, in consideration that some of our pupils may communicate non-verbally. Safeguarding pupils is the prime responsibility of every member of school staff, and every person that walks through our doors. Safeguarding does not stop at the school gate, and we must do all we can to protect children both in, and out, of school.

2.2 Policy Aims

This policy is underpinned by the central aims of Waterton Newstead Academy and the values held by the school community. This policy aims to:

- Provide information for all stakeholders on the safeguarding processes in school.
- Provide information for all stakeholders on safeguarding personnel in school.

- Ensure that children are effectively safeguarded from the potential risk of harm at our school and that the safety and well-being of the children is of the highest priority in all aspects of school's work.

- Help the school maintain its ethos whereby staff, pupil, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

2.3 Policy Rationale

Safeguarding needs no rationale, as it is at the centre of everything that we do in school, and the single most important aspect of working with children. We believe that a policy on child protection is founded on the right of all children to be safe. We expect all members of the school community including staff, governors, supply staff and volunteers to share this commitment. Every member of the school community is responsible for contributing to a positive culture of safeguarding. The aim of this policy is to provide staff, supply staff, governors and volunteers with the framework they need to keep children at Waterton Newstead Academy safe and secure and to provide parents and carers with the information about how we will safeguard their children whilst in our care.

2.4 Inclusivity Statement

At Waterton Newstead Academy we use an inclusive approach to all aspects of education. Our aim is to always involve all children and stakeholders in all areas of the curriculum and school life. As an SEND provision we recognise that we must make special adaptations for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

3. Legalities & Linked Documents

3.1 Linked School & Trust Policies

This policy should be read in conjunction with the following policies and other linked policies:

- Anti-bullying
- Attendance & Punctuality
- Behaviour Strategy
- Looked After Children
- Equality
- Health & Safety
- Staff Code of Conduct
- Whistleblowing
- Safer Recruitment

3.2 Linked National & Local Documents

The policy has been developed in accordance with the following legislation and guidance:

- Children Act (1989, amended 2004)
- Working together to Safeguard Children (2018)
- Keeping Children Safe in Education (2022)
- Information Sharing Guidance for Safeguarding Practitioners (2018)
- Children Missing Education: Statutory Guidance (2016)
- Prevent Duty Guidance (2015)
- The Equality Act (2010)
- Statutory Guidance on Female Genital Mutilation (2020)
- National Action Plan to Tackle Faith Abuse (2012)

4. Key Personnel & Contacts

4.1 Designated Leaders

Safeguarding is the responsibility of every member of our school community, both in and out of school. Below are the details for members of staff with a particular responsibility:

Role	Name & Contact Details
Designated Safeguarding Leader Designated Teacher for Looked After Children	Laura Thresh
Deputy Designated Safeguarding Leader	Craig Tetley
Designated Safeguarding Governor	Kate Davies
Chief Executive Officer	Dave Dickinson 01924 240767 admin@watertonacademytrust.org
Chair of Trustees	Steve Johnson 01924 240767 admin@watertonacademytrust.org
Local Authority Designated Officer (LADO)	Ruth Holmes 01226 772341 RuthHolmes@barnsley.gov.uk

4.2 Other Useful Contacts

Agency	Contact Details/ Info
Barnsley Safeguarding Children Partnership	01226 775859
Barnsley Family Information Service	0800 0345 340
Safeguarding Adults Team	01226 775832
Youth Offending Team	01226 774986
CAFCASS	0300 4564000
Education Welfare Service	01226 773543
Children's Social Care	01226 772423
Children's Social Care (Out of Hours)	01226 787789
NSPCC	0800 800 5000
Childline	0800 11 11
Kidscape - Parent Advice Line (Bullying)	020 7823 5430
NSPCC Female Genital Mutilation Helpline	0800 028 3550
Samaritans	116 123
CEOP	0370 496 7622

5. Safeguarding Overview

5.1 Principles of Safeguarding

At Waterton Newstead Academy we believe that everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. It is essential that all forms of abuse, which can be defined in four broad categories of physical, emotional, social abuse or neglect, are understood and can be recognised. These are set out in more detail in this document. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy is a key document in school to ensure that all members of the school community:

- Are aware of their responsibilities in relation to 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 school's commitment to safeguarding and child protection.

- Ensure that wherever possible safeguarding is proactive and not reactive.

Section 175 of the Education Act gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State. This policy is written in conjunction with the documents listed in the 'Linked Documents' section, including, but not limited to, Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children (WTTSC).

At Waterton Newstead Academy we recognise our legal and moral duty to promote the well-being of children and protect them from harm and respond to child abuse.

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 have a duty to ensure that every child has a voice and that their perspective, opinions and feelings are listened to and recorded. We acknowledge that some children in our care may not be able to verbalise their feelings, however non-verbal communications will also be recorded and accounted for.

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, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) across the school, in whatever capacity, will know their responsibilities and, 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.

We seek to adopt an open and accepting attitude towards children as part of our responsibility for pastoral care. We hope that parents and children will feel free to talk about any concerns and will see Waterton Newstead 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. The voice of the child will be sought and recorded should they be of an age and ability whereby they are able to converse their concerns, issues and opinions and describe their feelings to add context and importance to the impact of the concern. As noted, non-verbal attempts to communicate will also be taken seriously. Every effort is made to ensure that children understand where to get help when they need it. 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.

At Waterton Newstead, 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 procedures issued by Barnsley Safeguarding Children Partnership (BSP).

In terms of social care involvement, and other services, there are three levels to involvement:

- Early Help (EHA)
- Child in Need (CIN)
- Child Protection (CP)

We recognise that children under these categories will be at a greater safeguarding risk.

5.2 Our Safeguarding Promise

As a consequence of our principles of safeguarding, we:

- Assert that teachers and other members of staff (including supply staff and volunteers) at Waterton Newstead are an integral part of the child safeguarding process.
- Accept totally that safeguarding children is an appropriate function for all members of staff in our school, and wholly compatible with their primary pedagogic responsibilities.
- Recognise that safeguarding children in our schools is a responsibility for all staff, including supply staff and volunteers and the governance committee.
- Will ensure through training and supervision that all staff, supply staff and volunteers in our school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions.
- Have designated 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 each individual school and liaising with other agencies.
- Will 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 (BSP) and also receive annual updates.
- 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, who will refer on to Children's Social Care in accordance with the procedures issued by Barnsley Safeguarding Children Partnership.

Will safeguard the welfare of children whilst in our school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or internet technologies.

- Will ensure that all staff are aware of the child protection procedures established by Barnsley Safeguarding Children Partnership and, where appropriate, the Local Authority, and act on any guidance or advice given by them.

- Will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our schools are suitable to work with children. Those responsible for recruitment will have had the appropriate training.

- 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.

- Will ensure that all school staff are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

6. Key Staff & Responsibilities

6.1 Designated Safeguarding Staff
The designated senior members of staff (Designated Safeguarding Lead) for safeguarding protection at Waterton Newstead are:

- Laura Thresh – Safeguarding Leader
- Craig Tetley– Deputy Designated Safeguarding Leader
- Kate Davies - Designated Safeguarding Governor

In their absence, the most senior member of staff on site should be informed and the DSL kept up to date. If the concerns are relating to the Leadership team, these matters will be reviewed and may be dealt with by the Designated Safeguarding Governor or Mr D Dickinson (Waterton CEO). 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.

6.2 Responsibilities of All Staff

All staff, supply staff, volunteers, visitors, trustees, governors and contractors understand safeguarding children is everyone's responsibility. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to The DSL or, in their absence, to a DDSL. In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police must be contacted directly.

- Staff must maintain a good working knowledge of the Barnsley Threshold of Need and any updates and how it should be used to inform decision making.
  Staff have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.
- Staff understand vulnerability and that barriers exist when recognising abuse and neglect for children.

Staff consider the following groups who may have increased vulnerability:

- Children with SEND.
- Young carers.
- Children living with domestic abuse.
- Children whose parents suffer from poor mental health.
- Criminal exploitation, including sexual exploitation, radicalisation and gang involvement.
- Looked after children and previously looked after children.
- Children who have a social worker.
- Privately fostered children.
- Asylum seekers.
- So-called Honour-Based Violence, including FGM and forced marriage.
- Children who frequently go missing or whose attendance is a concern.
- Children who are part of the LGBTQ group or who are exploring gender identification.
- Children who are at risk of discrimination due to faith, belief, race or ethnicity.

6.3 Designated Safeguarding Leader Responsibilities

The Designated Safeguarding Leader at Waterton Newstead Academy is: Laura Thresh (lthresh@watertonacademytrust.org). The DSL is responsible for:

- Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.
- Ensuring children receive the right help at the right time using the Barnsley Threshold for Intervention Guidance.
- Completing and ensuring referrals to partner agencies are followed up in writing and recorded.
- Establishing a safe and secure system for recording and recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.
- Ensuring all child protection files are held separately from pupils' educational records (CPOMS).
- Maintaining the record for staff safeguarding training. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.
- Being the designated point of contact for staff to be able to discuss and share their concerns.
- Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term-time during working hours.
- During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.
  Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together.
- Working with the Headteacher to complete an annual report for the governance committee, detailing how the school delivers on its safeguarding responsibilities and any child protection issues within the school.
- Completing the Local Authority Safeguarding Audit.
- Meeting at least once a term with the Safeguarding Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure.

- Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.

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, to enhance the implementation of the Child Protection Plan.
- 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. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.
- Ensure that all staff are aware of changes to the latest guidelines and legal frameworks for keeping children safe. This includes, but is not exclusive to, our own Safeguarding Policy and the national document 'Keeping Children Safe in Education.' Staff will acknowledge any relevant changes in writing at least annually.

6.4 Designated Safeguarding Governor Responsibilities
The Designated Governor for Safeguarding at Waterton Newstead Academy is: Kate Davies (kdavies@watertonacademytrust.org).

The Safeguarding Governor will meet regularly with the Leadership Team and DSL. The governance committee recognise the importance of child protection. Where appropriate, they will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures. The governance committee & leadership team will ensure that the Designated Safeguarding Lead for child protection is given sufficient time to carry out his or her duties, including accessing training.

- Work with the DSL to produce the Child Protection Policy annually.
- Undertake appropriate safeguarding training, to include Prevent training.

- Ensure child protection is regularly discussed at governance meetings.
- Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities and to review the Single Central Record.
- Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance:

6,5 Responsibilities of Governors

Governors understand and fulfils their safeguarding responsibilities. They must:

- Ensure that the Leadership Team and the DSL create and maintain a strong, positive culture of safeguarding within the school.
- Ensure that this policy is customised to reflect the unique features of its school community and the needs of the pupils attending. This policy will be reviewed at least annually.
- Ensure that the Leadership Team appoint a Designated Safeguarding Lead (DSL), who is a member of the Leadership Team and has the required level of authority and also appoint at least one Deputy DSL. The Headteacher has overall responsibility for safeguarding within the school.
- Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.
- Ensure measures are in place for the governance committee to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced.
- Ensure robust structures are in place to challenge the Leadership Team where there are any identified gaps in practice or procedures are not followed.
- Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools). Ensure that through curriculum content and delivery children understand to keep themselves safe.
- Ensure that school is following the statutory RSE guidance – Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

- Ensure that online safety is considered within their approach to safeguarding at the academy.
- Ensure safe and effective recruitment policies and disciplinary procedures are in place.
- Ensure the DSL completes an Annual Safeguarding Report for Governors and a copy is shared.
- Governors must complete safeguarding training on appointment, to also include Prevent training and must read KCSIE in its entirety.
- Ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child.

6.6 Responsibilities of the Member of Staff for LAC/PLAC

The designated senior member of staff for Looked after Children (or PLAC) is Laura Thresh (lthresh@watertonacademytrust.org). Schools must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience.

6.7 Responsibilities of the Virtual School Headteacher

A virtual school head is appointed by Barnsley MBC to operate across the borough and to manage Pupil Premium Plus for looked after children in a range of settings. They receive this funding based on the latest published number of children looked after by the local authority. The designated teacher will work with the virtual school head to discuss how funding can be best used to support the progress of any looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. As with designated teachers, on commencement of sections 4 to 6 of the Children and Social Work Act 2017 virtual school heads will have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

6.8 Responsibilities for Transferring Pupil Data

In the case of a pupil moving schools, school will be transfer all safeguarding data and files, along with a CTF including attendance within one day, or at most up to five working days as per guidelines in KCSIE. This must be delivered electronically and securely through either the MIS, CPOMS (if applicable) or Egress secure email. When an electronic transfer is not possible, these will be hand delivered by the DSL or DDSL.

7. Procedures

7.1 Procedures Introduction

Procedures at Waterton Newstead Academy in safeguarding and child protection are supported by, and in-line with Barnsley Safeguarding Children Partnership procedures, Waterton Academy Trust's Safeguarding Statement, Working together to Safeguard Children and Keeping Children Safe in Education.

7.2 Visitor Procedures

Visitors to Waterton Newstead Academy must:
- Be clearly identified with visitor/contractor passes and have signed in (specific ID cards based on visitor status).
- Be met and directed by school staff/representatives.
- Sign in and out of the school by school staff via our visitor management system.
- Wear the lanyard and the ID sticker at all times whilst on site.
- Be given a safeguarding leaflet to read or directed to a poster informing them of how to report a concern upon arrival on site.
- Be given restricted access to only specific areas of the school, as appropriate.
- Be escorted by a member of staff/representative as required.
- Be given access to pupils restricted to the purpose of their visit.

7.3 Pupil/Parent Procedures
- As per our attendance policy, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising. If a child is unwell or otherwise unable to attend school, the school office must be informed via email or phone call before 9am. For further information, please see our Attendance and punctuality policy.
- All pupils must have at least two identified emergency contacts.

- Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the correct protocol.

- Parents/carers must inform school if there are any changes to a pupil's living arrangement.

- All parents/carers and children are made aware of the school's escalation process, via the website and through regular home and school communication which can be activated in the event of concerns not being resolved after the first point of contact.

8. Disclosures & Cause for Concerns

8.1 Disclosure Definition
A disclosure is an **action, observation or discussion** that makes you feel anxious or worried about the well-being or safety of a child. In the event of a child disclosing abuse or any concern, staff must follow the procedures below.

8.1 Disclosure Procedures
In the event of a disclosure, any adult that comes into contact with our children, must:

1. Listen to the child, allowing the child to tell what has happened in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Consider that the needs of the child concerned may mean that communication is a mix or verbal and non-verbal.

2. **Remain calm. Be reassuring and supportive, endeavouring to not respond emotionally.**

3. Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern.

4. Make an accurate record of what they have seen/heard, times, dates or locations mentioned, using as many words and expressions used by the child, as possible.

5. Staff must not substitute anatomically correct names for body part names used by the child.

6. Reassure the child that they did the right thing in telling someone. Do not tell them they should have told you sooner.

7. Staff must explain to the child, in a way which is appropriate to the age and understanding of the child, what will happen next and the need for the information to be shared with the DSL via a Cause for Concern form.

8. In the unlikely event the DSL and deputy DSL not being available, staff are aware they must share concerns with the most senior member of staff.

9. **If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.**

10. The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

11. Following a report of concerns the DSL will take appropriate action.

8.2 Procedures Linked to Images of Children

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as physically possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

1. Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
2. Tell the DSL immediately if they accidentally view an indecent image and seek support.
3. Explain to the pupil that the incident will need to be reported.
4. Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
5. Report the incident to the DSL.
6. Seek external support for their own wellbeing.

The DSL will attempt to understand what the image contains without viewing it and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

•   Aggravated: incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.

•   Experimental: incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

For there to be a good and clear reason to view imagery, the DSL would need to be satisfied that this action is:

- The only way to make a decision about whether to involve other agencies because it is not possible to establish the facts, e.g. the contents of the imagery, from the pupil(s) involved.
- Necessary to report it to a website, app or suitable reporting agency to have the image taken down, or to support the pupil or their parent in making a report.
- Unavoidable because the pupil has presented the image directly to a staff member or the image has been found on a school device or your school's network.
- Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies.

8.3 EYFS Specific Concerns

In Foundation Stage any incidents/ allegations of abuse must be dealt with as outlined in the welfare requirements of EYFS which were last updated in September 2021. More information can be found here.

8.4 Cause for Concerns

Following a disclosure, all staff, including supply staff, must follow the reporting procedures as follows when reporting any child protection concerns. Members of staff and volunteers are not required by the school to investigate suspicions; in the first instance members of staff or volunteers would discuss this internally with the DSL or DDSL through a Cause for Concern form. All information will be taken seriously, logged and followed up. Where referrals to the police or CSC are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

8.5 Cause for Concern Procedures for All Staff

All disclosures/ cause for concerns must be reported immediately. To this end, volunteers and staff will follow the procedures below when dealing with a concern or following on from a disclosure.

- All cause for concerns must be reported immediately and recorded as soon as possible on a Cause for Concern form.
- These forms are located on the shared drive, and hard copies can be found in the staff room, front office and every classroom.
- This must then be passed to either a DSL or the most senior member of staff available immediately.

- The designated member of staff will decide on the appropriate actions, completing any follow up actions on CPOMS and uploading the form to CPOMS as a cause for concern.

8.6 Procedures in Case of DSL Absence

In the case of the DSL not being in school or contactable, staff must contact other deputy designated leads in school, and then the most senior member of staff. We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of Barnsley Safeguarding Children Partnership. Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

8.7 Incident Reporting Procedures

An 'incident' would be logged on CPOMS and this would cross reference with the child's record and any other children/siblings involved. This will include a summary of the incident or concern and any agreed follow up action and/or contact with external agencies. Any further discussions, telephone calls or meetings in relation to the child must be recorded on the CPOMS system.

8.8 Incident Follow-Ups

Designated teachers, the Safeguarding Governor and other appropriate adults will hold a termly meeting (often more frequent) 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.

The in-school Safeguarding Team will meet on a three-week rolling basis to provide updates on current cases. Further meetings may be held should circumstances arise where more regular meetings are needed. Where hard copies of documents are required to support our safeguarding work, these will be stored securely. Not all reported concerns will be acted upon formally as an assessment by safeguarding leads may lead to further information that allays any initial fears. The reported concern should still be logged by leaders as this could become part of a bigger picture of concern. If it is felt that a concern is not dealt with appropriately by the designated lead it should be further raised with them, if at this point there are still concerns the Local Authority Designated Officer (LADO) should be contacted – 01226 772400.

Staff briefings regularly cover any new developments in guidance or best practice.

8.9 CPOMS Usage

CPOMS is the system that we use in school for reporting and storing safeguarding information. All cause for concerns, related incidents, behaviour incidents and communications must be logged via CPOMS. All disclosures and cause for concerns must be logged on CPOMS, as well as general observations from staff. When writing CPOMS entries, staff must follow the following guidance:

- Entries must be recorded factually and provide a 'birds-eye' view of the incident.
- The correct categories must be selected and relevant staff notified.
- Entries must be written professionally and accurately, using standard English.

9. Multi-Agency Working & Staffing

9.1 Multi-Agency Working

At Waterton Newstead Academy, we know what our role as a school and relevant agency is and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'. When named as a relevant agency and involved in safeguarding arrangements, we will co-operate alongside other agencies with the published arrangements and contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans. We will work with CSC and will allow access for and work with children's social care to conduct or consider whether to conduct a section 17 or section 47 assessment. We work with children's social care, the police, health services and other services to protect the welfare of our pupils, through the early help process and by contributing to multi-agency plans to provide additional support. We recognise the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help. Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSLs or Deputy DSLs.

9.2 Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:
- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.

- Have mental health needs.

- Are young carers.

- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.

- Are frequently missing or going missing from care or from home.

- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.

- Are at risk of being radicalised or exploited.

- Have family members in prison, or are affected by parental offending.

- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.

- Misuse drugs or alcohol.

- Have returned home to their family from care.

- Are at risk of HBA, such as FGM or forced marriage.

- Are privately fostered.

- Are persistently absent from education, including persistent absences for part of the school day.

- Show early signs of abuse and/or neglect in other ways.

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. The DSL will keep the case under constant review and the school will consider a referral to Barnsley Children's Social Care if the situation

9.3 Supporting Staff

We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or through the Waterton Academy Trust counselling service.

9.4 Safer Recruitment

In order to ensure that children are protected whilst in our school, 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" and in particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be.
- 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.
- DBS check e.g., through birth certificate, passport, new style driving licence, etc.
- Disqualification by Association when applicable (guidance under Childcare Act 2018).
- Section 128 Prohibition / Sanction Information disclosures where applicable.

9.5 Single Central Record

At Waterton Newstead, we keep a SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school. The following information is recorded on the SCR:

- An identity check.
- A barred list check.
- An enhanced DBS check.
- A prohibition from teaching check.
- A check of professional qualifications, where required.
- A check to determine the individual's right to work in the UK.
- Additional checks for those who have lived or worked outside of the UK.

For agency and supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received. If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded. As a school, we are free to record any other information we deem relevant. The details of an individual will be removed from the SCR once they no longer work at the school.

9.6 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 school, in whatever capacity, will be recruited in line with the Recruitment Policy. Volunteers will have access to a safeguarding briefing, have the school's system for reporting concerns explained carefully and they will be supervised fully or have a full DBS check in place.

9.7 Induction & Training

All new members of staff will receive induction training, which will give an overview of our school and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues. All new staff to our school will receive child protection information and a copy of this policy on starting their work at the school. Staff will also be directed to "Keeping Children Safe in Education document September 2021".

All staff will be required to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training. Any new staff or volunteers who have not completed their Safeguarding Awareness Training will, as part of their induction, complete the online safeguarding training through National Online Safety.

Staff will attend refresher training every three years, and the Designated Safeguarding Lead every two years. All staff will receive safeguarding updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Staff visiting the school for short periods of time e.g. 1-day supply cover, will receive information in relation to designated safeguarding leaders and expected procedures. All adults not employed by school but spending extended periods of time with pupils are strongly encouraged to attend safeguarding training. Attendance at school training will be open to parent helpers, volunteers, governors and any other parties that come in to contact with children on a regular basis. These individuals will also be signposted to the online training available via the Barnsley Safeguarding Children Partnership website and National Online Safety. Where staff are unable to access face-to-face safeguarding awareness training the school expects them to complete online training as above. All ECTs and newly appointed staff are expected to have completed safeguarding awareness training as part of their induction process.

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; upskirting, sexting and initiating/hazing type violence and rituals. Staff should be clear as to the school's policy and procedures with regards to child-on-child abuse.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of selfharm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks

or gangs. All Staff should be aware of the associated risks and understand the measures in place to manage these.

9.8 Staff Conduct

Our school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. Please see our Staff Code of Conduct Policy for more details.

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 the following situations, this list is not exclusive:

- Working alone with a child.
- Providing intimate care.
- Physical interventions.
- Cultural and gender stereotyping.
- Dealing with sensitive information.
- Giving to and receiving gifts from children and parents contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- Disclosing personal details inappropriately.
- Meeting pupils outside school hours or school 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.

The school's agreed code of conduct in relation to safeguarding and staff conduct has been adopted by all adults and staff working with children in school; any member of staff who does not adhere to the policy will be subject to disciplinary procedures.

9.9 Remote Working

When working from home staff must always:

- Dress appropriately.
- Ensure that they are positioned appropriately/professionally for online work.
- Ensure that any work devices being used are password protected.
- Ensure that they are working with GDPR policy and procedure.

10. Allegations Against Staff, Volunteers & Contractors

10.1 Allegations Introduction

All staff, supply staff, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults. We understand that a pupil may make an allegation against a member of staff, member of supply staff, volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior member of staff if the Headteacher is not present. If the allegation is made against the Headteacher, the CEO must be informed.

10.2 Allegation Definition

At Waterton Newstead Academy, we recognise that an allegation may be made if a member of staff, a member of supply staff, a volunteer or a contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.

10.3 Allegation Actions

The Headteacher/Senior Teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO), and must:

- Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, volunteers and contractors within the workplace.
- Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.
- Ensure feedback is provided to the LADO about the outcome of any internal investigations.
- If the allegation is made against a member of staff supplied by an external agency, the agency will be fully kept fully informed and involved in any enquiries from the LADO.

Suspension of the member of staff against whom an allegation has been made will be given careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR & the CEO. If a suspension is made, restrictions will apply to all staff, supply staff, volunteers and contractors regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and Twitter. Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Headteacher. In these circumstances, we will assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

11. Photographing Children & Social Media

11.1 Photographing Children

We do not permit parents to record or take images of children at school events, such as performances, assemblies or plays. In many cases, school will provide recordings and/or images that have been checked and screened for any safeguarding concerns, and these images/ videos will remain the property of school. We will not allow visiting professionals (e.g. students, sports coaches, visiting professionals delivering other activities) to photograph or film pupils during a school activity without parents' permission.

11.2 Social Media & Permissions

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. Whenever any child starts at Waterton Newstead Academy, parents are asked to give or refuse consent for the following:

- Photographs or videos to be taken.
- Photographs to be used for media, marketing or publicity purposes.
- Photographs or images to be used on social media.

12. Confidentiality and Information Sharing

12.1 Legalities

Our school, and all members of staff, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Keeping Children Safe in Education (2021), states:
'Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early

information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan). The document *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR). DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

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. Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, staff must inform school.

12.2 Confidentiality & Safeguarding

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. The designated member will then contact social care. Should the child be at immediate risk or the risk is likely to escalate as a result of sharing concern, the parents will not be notified of a referral to duty and assessment. In all other cases parents will be notified by the designated member.

12.3 Secure Emails

If any staff are required to send confidential documents via email, this must be done so using an encrypted email service. This can be done using either Microsoft Outlook Encryption or Egress (Egress must be used for all Local Authority confidential communications).

13. Remote Learning

Safeguarding does not stop at the school gate, and particular attention must be paid to safeguarding during any incidence of remote learning. We are aware that there can be occasions (such as the Covid-19 lockdowns) where there may be a move to working online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, we ensure appropriate filters and appropriate monitoring systems are in

place to safeguard our children within school. Whilst filtering and monitoring are an important part of the online safety we also have a whole school approach to online safety.

14. Whistleblowing

An agreed policy relating to Whistleblowing can be found on our school website and Waterton Academy Trust's website, or via the school office. If anyone makes an allegation that any member of staff (including supply staff and any volunteer or Governor) may have:

- Committed an offence against a child.
- Placed a child at risk of significant harm.
- Behaved in a way that calls into question their suitability to work with children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The allegation will be dealt with in accordance with the WAT whistleblowing policy.

15. Physical Intervention & Positive Handling

Please see our Positive Handling Policy, and Behaviour Strategy for information.

16. Anti-Bullying

Anti-Bullying is referenced within the Waterton **Anti-Bullying Policy** and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. In line with the **Equalities Act 2010**, our **Equalities Policy** addresses all forms of discriminatory incidents. Bullying of any kind is unacceptable. If it does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively.

17. Health & Safety

At Waterton Newstead Academy, we recognise the importance of safeguarding pupils throughout the school day. Our **Health and Safety Policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment. Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day. Procedures around this will be shared with new parents prior to their child starting the school. Pupils who leave the site during the school day do so only with the written/ in-person permission of a parent/carer and are collected by an authorised adult. School should be notified by the parents/carers

regarding whom they have authorised for this task. In the event of a pupil going missing during the course of the school day we will carry out immediate checks to ensure the pupil is not on site, we will then make contact with the pupil's parents/carers and inform the police.

18. Prevent Duty

We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism. All school staff and governors have completed Prevent training and we have in place and monitor appropriate web filtering systems. The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance and are in view of the emergence of new extremist groups and ideologies. In order to support our culture of vigilance, staff will be updated about new movements, ideas or risks that may present themselves to students.

19. E-Safety

19.2 E-Safety Introduction
The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views.
- Contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

19.3 Our E-Safety Expectations
All staff are aware of our policy for **Online-Safety** which sets out our expectations relating to:
- Creating a safer online learning environment.

- Giving everyone the skills, knowledge and understanding to help children stay safe on-line, in a way which is appropriate to the age and understanding of the child.
- Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including the sending of nude or semi-nude images.
- Use of camera equipment, including smart phones.
- What steps to take if there are concerns and where to go for help.
- Staff use of social media as set out in the **Staff Code of Conduct**.

19.4 E-Safety Resources

Our school has developed an effective E-Safety Policy that is reviewed every two years as minimum. School leaders will share information with families about keeping children safe online regularly. The following websites and resources are beneficial in teaching children about online safety, and also provide key information for parents.

- Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils.
- Disrespect nobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography.
- Education for a connected world framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school approach to safeguarding and online safety.
- PSHE association provides guidance to schools on developing their PSHE curriculum.
- Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements.
- Thinkuknow is the National Crime Agency/CEOPs education programme with age specific resources.
- UK Safer Internet Centre developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

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19.5 Protecting Children In-School & Filtering

Schools should be doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, we have ensured that our school has appropriate filters and monitoring systems in place. Whilst considering our responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, we consider the age range of their pupils, the needs of those pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. Whilst it is essential that we ensure that appropriate filters and monitoring systems are in place, we are also careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. We also have a policy in place for the use of mobile technologies in school.

20. Child-on-child Abuse

20.1 Child-on-child Abuse Introduction

At Waterton Newstead Academy, we believe that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via child-on-child abuse. All staff operate a zero-tolerance policy to child-on-child abuse and will not pass off incidents as 'banter' or 'just growing up'. Staff recognise that some safeguarding concerns can occur via child-on-child abuse and this abuse can cause both significant physical and emotional harm. Staff also recognise that as an SEND setting some children may struggle to understand that their actions can harm, however all pupils will be expected to follow the rules of the setting and will have this explained to them in an appropriate way. All concerns around Child-on-child Abuse are logged by the DSL with actions recorded against them. The school's aim is to both hold pupils to account for their behaviours but also to ensure that adequate support and guidance are provided in timely and effective manner. At Waterton Newstead Academy, we have designated categories set on CPOMS to record all instances of child-on-child abuse. For the purposes of this policy, "child-on-child abuse" is defined as abuse between children.

20.2 Signs of Child-on-child Abuse

All staff should be able to reassure victims that they are being taken seriously and that they are being kept safe. All staff are trained to recognise that child-on-child issues may include, but may not be limited to:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.

- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

20.3 Dealing with Child-on-child Incidents

The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN.
- Whether the perpetrator has previously tried to harm or intimidate pupils.
- Any concerns about the intentions of the alleged perpetrator.
- The wishes of the victim and how they want to proceed.

In order to minimise the risk of child-on-child abuse ever taking place, we:

- Deliver RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like.
- Hold regular themed sessions.
- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them.
- Have systems in place for any pupil to be able to voice concerns.
- Closely monitor for any indicators of child-on-child abuse.
- Develop robust risk assessments if appropriate.
- Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and/or the **Anti-Bullying Policy.**

20.4 Child-on-child Sexual Harassment & Violence

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk. Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

  Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh".
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

21. Lettings

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

22. Contracted Services

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

23. Provision to Help Pupils Stay Safe

Safeguarding permeates through all aspect of the wider school curriculum. At Waterton Newstead Academy, we ensure that children are taught about safeguarding, including online safety. We consider this as part of providing a broad and balanced curriculum. The following

examples are not exhaustive but give a flavour for how safeguarding is promoted at Waterton Newstead Academy.

- Through a more personalised PHSE programme that specifically meets the needs of our children, they learn to engage with others in a safe and mutually respectful way. The Academy will deliver preventative education aimed at fostering supportive and respectful relationships with peers where there is zero-tolerance of sexual violence/harassment, homophobia, sexism and misogyny/misandry.
- British values are woven throughout the curriculum, promoting acceptance and tolerance.
- Our robust Anti-Bullying Policy is reinforced regularly. Pupils who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents and staff.
- Initiatives such 'kindness week' along with ongoing highly effective work with other agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives.
- Relationships, Sexual and Health Education (also referred to as RSE) for all pupils in state funded schools has been compulsory from September 2020. The statutory guidance can be found here: Statutory guidance: relationships education relationships and sex education (RSE) and health education. This curriculum will also include information around LGBTQ+ relationships.
- An open approach to discussing issues with staff.

24. Definitions

24.1 Safeguarding
Safeguarding is the general term given to keeping children safe, and includes:

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

24.2 Child Protection

Child protection is part of the safeguarding process and it refers to the procedures undertaken to protect individual children who have been identified as suffering or likely to suffer significant harm.

24.3 Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent/carer-children relationships. At Waterton Newstead Academy, all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil. All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence. We use our extensive local knowledge to build safe relationships, and take an unbiased view of any incidents. Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare and in such cases the individual needs and vulnerabilities of each child will be considered.

25. Definitions of Abuse

25.1 Abuse Definition

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found below. There are four main categories of abuse (and several sub-categories) – physical injury, neglect, sexual abuse and emotional abuse. Included within the appendix are also other forms of abuse that may occur. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse. 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 another child or children.

25.2 Physical Abuse

A form of abuse which may involve; hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Symptoms may include, but are not limited to:

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

25.3 Emotional Abuse

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

- Crying/Rocking.
- Withdrawn - not wanting to socialise.
- Cringing Bad behaviour.
- Aggression Behaviour changes.
- Bribery by parent Self infliction.
- Lack of confidence Attention seeking.

- Isolation from peers – unable to communicate clingy.
- Afraid of authoritative figures.
- Treating others as you have been treated.
- Picking up points through conversation with children.

25.4 Sexual Abuse

Involves forcing or enticing a child 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 noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

25.5 Neglect

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 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
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Symptoms may include, but are not limited to:

- Lack of appropriate clothing dirty.
- Cold – complaining of body sores.
- Hunger – complaining of.
- Urine smells.
- Unkempt hair.
- No parental interest.
- Not wanting to communicate.
- Behaviour problems.
- Attention seeking.

- Lack of respect.
- Often in trouble with the police.
- Bullying.
- Use of bad language.
- Always out at all hours.
- Lack of confidence – low self-esteem.
- Stealing.
- Jealousy.
- Sexual Abuse.

25.6 Sexting & Sharing of Indecent Images

"Sexting" is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call it cybersex or send a "nudie" picture or selfie of themselves partially clothed. At Waterton Newstead Academy we will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos a safeguarding concern. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour. Staff will also be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and
distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

25.7 Teenage Relationship Abuse

TRA can be emotional, physical, sexual or financial abuse, where teenagers are isolated from their friends, being controlled with what they wear, checking up on them all the time, being forced to have sex, being forced to watch pornography against their will, forcing others to buy them things.

25.8 Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. This can range from a symbolic prick to the vagina to a fairly extensive removal and narrowing of the vagina opening and in the UK all forms are prevalent. It can be known as "female genital cutting" or "female circumcision" and some communities tend to use local names for referring to this practice including "sunna". Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone.

25.9 FGM Mandatory Reporting Duty for Teachers

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). 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 good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead (or deputy) 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. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Post-FGM Symptoms include:
- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Unusual behaviour after a lengthy absence.
- Reluctance to undergo normal medical examinations.
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer term problems include:
- Difficulties urinating or incontinence.
- Frequent or chronic vaginal, pelvic or urinary infections.
- Menstrual problems.
- Kidney damage and possible failure.
- Cysts and abscesses.
- Pain when having sex.
- Infertility.

- Complications during pregnancy and childbirth.
- Emotional and mental health problems.

25.9.1 Breast-Ironing

Breast-ironing refers to the practice of massaging or pounding young girls' breasts with heated objects to suppress or reverse the growth of breasts. Breast ironing is often performed by mothers or female relatives of victims misguidedly wishing to protect their young relatives from rape, unwanted sexual advances, early sex, and pregnancies, all of which they fear would result from the appearance that a girl has reached the age of puberty.

25.9.2 Cyberbullying

This can be done via text messages or the internet (social media sites) and is usually prejudged against particular groups. It can result in the intimidation of a person through the threat of violence or by isolating them either physically or on-line.

25.9.3 Domestic Abuse & Violence

This refers to any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

25.9.4 Faith Abuse

This includes belief in concepts such as witchcraft and spirit possession, demons or the devil, acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eyes or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children making them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

25.9.5 Honour-Based Abuse/Violence

'Honor-based' abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community

pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

25.9.6 Controlling or Coercive Behaviour

Coercive control is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This controlling behaviour is designed to make a person dependent by isolating them from support, exploiting them, depriving them of independence and regulating their everyday behaviour.

25.9.7 Child-on-child Abuse

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Child-on-child abuse may include other forms of abuse outlined in this document.

25.9.8 Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12th April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

26. Definitions of Exploitation

Exploitation is a form of child abuse and may take a number of forms.

26.1 Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

26.2 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

26.3 Extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. This can refer to both the far left, right and international/ faith-based extremism.

26.4 Forced Marriage

A forced marriage is a marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities cannot) consent to the marriage and duress is involved.

26.5 Gangs & Youth Violence

"Street gangs" for whom crime and violence are a core part of their identity, although "delinquent peer groups" can also lead to increased antisocial behaviour and youth offending. Although some group gatherings can lead to increased antisocial behaviour, it should not be confused with the serious violence of a gang culture/activity.

26.6 Private Fostering

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 by someone other than a parent or close relative with the intention that it should last for 28 days or more.

26.7 Trafficking

"Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. This could be the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

27. Other Safeguarding Issues Affecting Children

There are a host of other issues that may have an indirect impact on safeguarding children that all staff should be aware of.

27.1 Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

27.2 Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures. At
Waterton Newstead Academy we operate first day absence calls - our Wellbeing Manager or office staff will contact parent/carers on the first day of absence, using the emergency contacts (2 or more obtained) given on their contact form if they have not let the school know

by letter, app, email or telephone as to why their child is not at school. This will be followed up and the parents/carers will be contacted each day until a valid reason has been given.

27.3 Children with Family Members in Prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

27.4 Homelessness & Poverty

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

30. Appendix 1 - Cause for Concern Form

CAUSE FOR CONCERN FORM

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

Child's Name	
Siblings	
Staff Member	
Date & Time	
Observed Behaviour	

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