Policy and Procedures on Safeguarding / Child Protection

Version	V8
Approved by:	Board of Trustees
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Review Date:	July 2027

Inclusion – Improving education for everyone.

Integrity – We are consistently open, honest, ethical and genuine.

Initiative – We have the courage to always seek a better way to a better future.

Involvement –We encourage our community to take ownership and responsibility.

Inspiration – We use our drive and commitment to energise, engage and inspire.

INMAT is a company limited by guarantee registered in England & Wales No. 10427291

Table of version reference

Revision	Date	Comments
V2.0	March'22	Update to definition of 'Domestic Violence and Abuse' p44
	Sept'21	Updated to align with KCSIE 2021
V3.0	Sept'22	Updated to align with KCSIE 2022
V4.0	Sept'22	Updates to Appendix A8 and amendments to child on child abuse procedure
V5.0	Sept'23	Updated to align with KCSIE 2023
V6.0	Sept'24	Updated to align with KCSIE 2024
V7.0	Sept'25	Updated to align with KCSIE 2025
V7.1	March'26	Updated following publication of Working Together to Safeguard Children 2026 Web links updated Minor grammatical changes
V8	Sept'26	Updated to align with KCSIE 2026 Section 8, 3rd para expanded Section 11 expanded Section 16 re transfer of pupil files expanded Section 32 expanded on areas of training

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1. Named Leads and Initial Contacts

Nominated Director for Safeguarding:	Angela Griffiths – Angela.Griffiths@inmat.org.uk
Trust Safeguarding Lead - DSL	Mrs Helen Williams - Safeguarding@inmat.org.uk
Trust Deputy Safeguarding Lead	Mrs Rachel Edkins – Rachel.Edkins@inmat.org.uk
This Policy was shared with the Local Academy Committee (LAC) on:	

Chair of LAC	Name: Gary McGurk
	Signature:
	Date:
Headteacher /DSL	Name: Sophie Hume
	Signature: S.Hume
	Date: 6.9.26
Designated Safeguarding Lead (DSL) and Deputy/s (DDSL)	Name: Holly Kaye
	Signature: H.Kaye
	Date: 6.9.26
	Name: Emma Mudge
	Signature: E.Mudge
	Date: 6.9.26
Designated Teacher for Looked After and Previously Looked After Children	Name: Emma Ramm
	Signature: E.Ramm

	Date: 6.9.26

2. Thresholds for Intervention

The DSL will decide on the most appropriate course of action and whether the concerns should be referred to Children's Social Care - refer to Northamptonshire Thresholds Guidance. If it is decided to make a referral to Children's Social Care the parent will be informed, unless to do so would place the child at further risk or undermine the collection of evidence e.g., obtaining forensic evidence. All concerns, discussions and decisions will be recorded in writing. It is important to remember that informing parents / carers does not require seeking their consent to share the information with professionals who need to know. The DSL will know the guidance PACE Code C 2019 the role of an Appropriate Adult.

The DSL will provide guidance on the appropriate action. Options will include:

- Managing any support for the child internally via the school's own pastoral support processes
- A Family Help (previously known as Early Help) Assessment or
- A referral for statutory services e.g., the child is or might be in need or suffering or likely to suffer significant harm.

3. Family Help (previously known as Early Help)

If Family Help (previously known as 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 a Family Help (previously known as Early Help) assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to Children's Social Care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Family Help (previously known as Early Help) Advice and Assessment

Family Help means, "Providing support as soon as the problem emerges, at any point in the child's life from the foundation years through to the teenage years" (Working Together to Safeguard Children - 2026). As soon as problems start to emerge staff will identify support for those children and families. This may be academy-based support or may involve intervention from other agencies.

Family Help support is accessed online at: Support for Children and Families | Northampton Children's Trust
The member of staff to contact at our Academy is: Emma.mudge@afps.inmat.org.uk

Children in Need

A child in need is defined under the Children Act 1989 as "a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled". The Local Authority is required to provide services for children in need for the purposes of safeguarding and promoting their welfare.

Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation, forced marriage and sexual exploitation.

The DSL should refer all cases of suspected abuse or neglect to the Multi Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.

4. Safeguarding Referrals to the Multi-Agency Safeguarding Hub

The Multi-Agency Safeguarding Hub (MASH) can advise on whether a family needs Family Help (previously known as Early Help) or whether they meet the threshold for statutory child protection.

The MASH deals with referrals from professionals and members of the public who may have concerns about a child's welfare. The MASH makes the process of dealing with referrals quicker and more effective by improving the way that Agencies share information.

Safeguarding Referrals must be made in the following way:

By telephone contact to the Multi-Agency Safeguarding Hub (MASH): 0300 126 7000 followed up by completion of the online referral form (if requested by MASH).
In an emergency outside office hours, by contacting the Emergency Duty Team on: 0300 126 7000 or the Police on 999.

If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and / or an ambulance using 999.

The referral report is the only way to make a referral or to request a consultation. Advice and guidance can be sought via phone however if this is not supported by a form the information will not be recorded and a written response will not be received. Further information can be found here

LADO can be contacted via LADOConsultations@NCTrust.co.uk

LADO Business Support can be contacted via phone:

Lisa Austin 07884615005, **Adebola Attah** 07386690052, **Beth Panter** 07522631597

LADO Officers -**Andy Smith** 07850 854309 / **Sian Edwards** 07738 636449 / **Francesca Hamilton** 07712 718701

5. Complex Case Discussions

The aim of these meetings is to provide a responsive service to families and professionals throughout Northamptonshire where a case is considered to be of a complex nature and various support has already been in place without noticeable success. Should this situation arise, the DSL of our Academy will complete an online request form detailing the risks and issues and intended outcomes from a case discussion. The family's consent for case discussion will be sought. Decisions on a way forward will be suggested by a Family Help Coordinator who will contact the Academy to offer advice and to agree actions.

Locality Forums

There are ten Locality Forums across Northamptonshire. They aim to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each area.

Joining up resources and developing solutions to address local needs is a key role of the Locality Forums, which are made up of key local stakeholders including academies, early years, NCC education, GPs and school nurses. Key pieces of work have been developed as a result of these Forums.

6. Other Useful Links

Local:

Northamptonshire Safeguarding Children Partnership (NSCP)
Telephone: 01604 364036
https://northamptonshirescp.org.uk/

'Right Support, Right Time' document:
Thresholds document 2025

Support for Children and Families | Northampton Children's Trust

Community Safety Team

North Northamptonshire

West Northamptonshire

Prevent – prevent@northants.pnn.police.uk

Prevent Officers:

PC Ash Sparks
Office: 01604888324
Mobile: 07557778423
Email: ashley.sparks@northants.police.uk

Abbie Toal
Prevent Counter Terrorism Case Officer
Mobile: 07973881384
Office: 01604 888325
Tel: 101 Ext 348343
Email: abbie.toal@northants.police.uk

Safeguarding Adults access advice: West Northants North Northants

7. Policy Statement

INMAT is a Multi Academy Trust and is committed to safeguarding and promoting the welfare of all children within the Trust. This policy sets out how we and The Abbey Primary School will fulfil this commitment.

This Policy is subject to the published Equality Information, in line with the Equality Duty 2011 and is underpinned by the values of the Trust.

Introduction

We use the terms "**must"** and **"should"** throughout the guidance. We use the term "must" when the person in question is legally required to do something and "should" when the advice set out should be followed unless there is good reason not to. The guidance should be read alongside:

- Statutory guidance "Working Together to Safeguard Children 2026", "Working Together to Improve School Attendance 2024
- Departmental advice – "What to do if you are worried a Child is being Abused – Advice for Practitioners", "PACE Code C 2019 – the role of the Appropriate Adult

Safeguarding and promoting the welfare of children means:

- 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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Indicators of Abuse and Neglect where children see, hear, or experience its effects in the context of domestic violence

Consensual and non-consensual making or sharing of nudes and semi-nudes, including AI-generated images (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.
The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education 2026 (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017);

- Local Authority
- Integrated Care Boards
- Chief Officer of Police

They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs: the local authority, the integrated care board and the police.
Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility

effectively, all practitioners should make sure their approach is child centered. This means that they should consider, at all times, what is in the **best interests** of the child (KCSIE Sept 2026).

Our Trust fully recognises the contribution it can make to protect children and support pupils in the Trust. The pupils' welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The Trust operates a child centered and coordinated approach to safeguarding and staff in our Trust are made aware that Safeguarding issues **"COULD and DO HAPPEN HERE".** They are trained to understand what possible indicators for abuse and neglect may look like and will always act in the best interests of the child and will have a conversation with the DSL or a Deputy DSL when a concern arises. In line with statutory requirements, staff understand the difference between a safeguarding concern and one involving **"immediate danger" or "at risk of significant harm"**. Staff also know their responsibility is always to record concerns.

8 Process for Recording Concerns

In our Academy we use My Concern to record, update and monitor concerns.

MyConcern provides an intuitive platform to record incidents and track case management, free from the risks associated with paper-based solutions which can become lost or damaged.

They are also clear on their responsibility to contact the MASH directly should the need ever arise. Staff must not assume another colleague or professional has taken action. They should exercise professional curiosity and share concerns immediately where they believe a child may be at risk.

This policy is consistent with:

- The legal duty on academies to safeguard and promote the welfare of children, as described in Section 175 of the Education Act 2002 and in compliance with Section 11 of the Children Act 2004;
- The legal requirements of The Children and Social Work Act 2017.
- The statutory guidance "Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges" – Sept 2026;
- The Public Sector Equality Duty- 2011
- The government's "Working Together to Safeguard Children 2026" which sets out statutory guidance for agencies;
- Early Years Foundation Stage (2024)
- Working Together to Improve School Attendance, 2024
- The government's non-statutory guidance "What to do if you're worried a child is being abused" - March 2015, to identify child abuse and neglect and take appropriate action in response.
- The non-statutory government advice "information Sharing" – July 2018
- The duties of the Counter Terrorism and Security Act 2018;
- The government's "Prevent Duty for schools" – September 2023;

- The government's "Child sexual exploitation – Definition and a guide for practitioners, local leadership and decision makers working to protect children from child sexual exploitation" – February 2017;
- The "Sexual Violence and Sexual Harrassment in Schools and Colleges" guidance;
- The Female Genital Mutilation Act 2003;
- The Serious Crime Act 2015;
- The Northamptonshire Safeguarding Children Partnership (NSCP) Inter- agency Procedures, which contain procedures and guidance for safeguarding children (www.northamptonshirescb.org.uk).

There are four main elements to our Safeguarding / Child Protection Policy:

- **Prevention** (e.g. positive, supportive Academy atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Safeguarding / Child Protection concerns);
- **Support** (to pupils and Academy staff who may have been abused);
- **Working with parents and carers** (to ensure appropriate communications and actions are undertaken).

This policy applies to all staff, volunteers, governors and visitors to the Academy. We recognise that child protection is **everyone's** responsibility. We ensure that all parents, carers and other working partners are aware of our Safeguarding / Child Protection Policy by highlighting it in our Academy prospectus (if appropriate) and on our Academy website, displaying appropriate information in our reception / entrance and by raising awareness at meetings with parents and carers.

Extended Academy Activities

Where the Academy provides services or activities directly under the supervision or management of Academy staff, the Academy's arrangements for safeguarding and child protection will apply. Where services or activities are provided separately by another provider, the Academy seeks assurance in writing that the Body concerned has appropriate policies, procedures and training in place to safeguard and protect children and that there are arrangements to liaise with the Academy on these matters where appropriate.

9. Safeguarding Commitment

The Trust adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage pupils and parents / carers to feel free to talk about any concerns and to see the Academy as a safe place when there are difficulties. Pupils' fears and concerns will be taken seriously, and all pupils are encouraged to seek help from members of staff. The staff are aware that children may not feel ready or may not know how to tell someone they are being abused/neglected. They also might not be

able to identify their experiences are harmful. The Academy provides a variety of opportunities to help gain "pupil voice"

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Our Academy provides a variety of opportunities to help gain 'pupil voice' such as:

- **School Council:** Provides pupils with a regular opportunity to share their views, experiences and concerns and contribute to improvements across school.
- **Day-to-day relationships:** Staff develop positive, trusting relationships with pupils, creating regular opportunities for children to talk openly about their experiences, worries and concerns.
- **Trusted adults:** Pupils are encouraged to identify adults in school whom they feel comfortable talking to if they are worried or feel unsafe.
- **Worry Monsters:** Every class has a Worry Monster, providing children with a safe and accessible way to share worries or concerns that they may find difficult to verbalise.
- **Listening and responding:** Staff take pupils' views seriously and ensure that any safeguarding concerns are appropriately recorded, reported and followed up in line with the school's safeguarding procedures.

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality (LGBTQIA+)
- Are gender questioning
- Exploitation
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalization
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs

- Are looked after or previously looked after
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- Are looked after or previously looked after

The Academy will therefore:

- Establish and maintain an ethos where all pupils feel secure, are encouraged to talk and are always listened to;
- Ensure that pupils know that there are adults in the Academy whom they can approach if they are worried or are in difficulty;
- Include in the curriculum, activities, experiences and opportunities which equip pupils with the skills they need to stay safe from abuse, including online and offline and to know to whom they can turn for help;
- Provide opportunities to establish effective working relationships with parents, carers and colleagues from other agencies;
- May have a barrier to speaking out about abuse (LGBTQIA+)
- Promote the Family Help agenda in Northamptonshire, incorporating the "Signs of Safety" approach, enabling families to share with the Academy any challenges that they may be facing which may benefit from Family Help engagement or assessment;

Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, references, right to work, further overseas checks, social media checks, criminal record, prohibition from teaching and Section 128 (where applicable) checks.

10. Safeguarding in the Curriculum

We understand that our Trust schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Our Academies have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the Academies behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

The following areas are among those addressed through the opportunities and experiences provided in the Academy:

- Bullying / Cyberbullying;
- Culture, Diversity, Race, Faith and Discrimination issues (e.g. Forced Marriage, Female Genital Mutilation (so called Honour-Based Abuse);
- Prevention from Extremism / Radicalisation; Drug, Alcohol and Substance Misuse; Relationships Education;
- Domestic Abuse;
- Teenage / Gender Relationship Abuse; Child on Child Abuse;
- Sexual Harassment and Sexual Violence; Child Sexual Exploitation;
- Safe Use of Technology; Consensual and non-consensual making or sharing of nudes and seminudes, including AI-generated images; Conspiracy theories, fake news, misinformation and disinformation;
- Child Criminal Exploitation (including County Lines); Mental Health Awareness;
- Keeping Safe at Home; Healthy Living;
- Fire and Water Safety; Protective Behaviours; Road Safety;
- Stranger Awareness;
- Body Boundaries and Safe Touch; Relationships and Sex Education.
- Other safeguarding issues as appropriate.

11. Online Safety and the use of Mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. In line with DfE guidance, the Academy operates as a mobile phone-free environment

for pupils except where specific educational, medical or safeguarding exceptions have been authorised by the Headteacher.

The Academy recognises that artificial intelligence (AI) technologies may be used to create, alter or distribute harmful content, including AI-generated sexual imagery ("deepfakes" or "deep nudes"), bullying content, impersonation, misinformation and exploitation. Staff will treat AI-generated harmful content in the same way as any other safeguarding concern and report concerns immediately to the DSL.

To address this, our school aims to:

- Have robust processes in place to ensure the online and offline safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- Our school filtering systems robustly monitor the usage and access of all school devices and school networks

Mobile phones in schools - February 2026 (publishing.service.gov.uk)

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as child on child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), up skirting, sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams
- **Risks associated with generative AI-** deepfake technology, AI-generated sexual content, misogynistic and extremist influencers, online manipulation, and AI-powered grooming techniques.

To meet our aims and address the risks above we will:

Educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology ○ Keeping personal information private ○ How to recognise unacceptable behavior online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Ensure pupils understand conspiracy theories, fake news, misinformation and disinformation

We are committed to equipping children with the knowledge, skills and critical thinking required to use artificial intelligence (AI) safely, responsibly and ethically. As AI technologies become increasingly accessible, it is important that pupils understand both the opportunities they present and the potential risks associated with their use. Through our curriculum and wider safeguarding education, we will teach children to: ○ Understand what AI is and how it is used in everyday life.

- Recognise that AI-generated content may not always be accurate, reliable or unbiased, and develop the skills to question and verify information from trusted sources.
- Be aware of the risks associated with sharing personal information with AI tools and understand the importance of protecting their privacy and personal data.
- Use AI in an ethical and responsible manner, recognising the importance of honesty, academic integrity and respecting the work and intellectual property of others.
- Identify potential online risks, including misinformation, deepfakes, manipulation, scams and inappropriate or harmful content that may be generated or shared using AI.
- Know how to report concerns and seek support from a trusted adult if they encounter content or interactions online that make them feel unsafe or uncomfortable.
- Our approach to AI education will be age-appropriate and embedded within our wider curriculum for computing, digital literacy, online safety and Personal, Social, Health and Economic (PSHE) education. We will work in partnership with parents and carers to promote safe and responsible use of AI both in school and at home, ensuring that children are prepared to navigate an increasingly digital world with confidence, resilience and good judgement.

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- All staff understand their expectations, roles and responsibilities around filtering and monitoring systems as part of their safeguarding training
- The schools DSL takes responsibility for understanding the filtering and monitoring systems and processes in place, as part of their role
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

12. Roles and Responsibilities

General

Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding. In order to fulfil this responsibility effectively, all professionals need to make sure their approach is child centered. This means that at all times they consider what is in the best interests of the child. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the Academy. The names of the DSL and Deputy DSLs for the current year are listed in part 1.

13. Local Academy Committee

In accordance with the Statutory Guidance "Keeping Children Safe in Education" – September 2026, the Local Academy Committee (LAC) will ensure that:

- All members of the LAC have Enhanced Disclosure & Barring Service (DBS) checks, Section 128 Checks and appropriate Safeguarding / Child Protection awareness;
- All members of the LAC have safeguarding training at the point of induction, which is regularly revisited;
- All members of the LAC ensure that online and offline safety is a central theme in the whole setting approach to safeguarding;
- All members of the LAC review the DfE's filtering and monitoring standards.
- The Trust ensures all members of the LAC place great emphasis on knowing and fulfilling their strategic and legislative responsibilities;

The Academy has Safeguarding /Child Protection procedures and training in place, in line with this policy and which are effective and comply with the law at all times. This policy is made available publicly via the Academy website and information can be found in the entrance / reception of the Academy;

- The Academy implements the Trust's Staff Code of Conduct which includes information regarding acceptable use of technologies, staff / pupil relationships and communications including the use of social media;
- The Academy operates safer recruitment practices, including appropriate use of references and all required checks on new staff and volunteers in line with the requirements of Part 3 of "Keeping Children Safe in Education 2026". Furthermore, the Headteacher, any LAC member and other staff, as appropriate, involved in the recruitment process have undertaken Safer Recruitment training, and keep it regularly updated;
- There are clear procedures for dealing with allegations of child-on-child abuse and allegations of abuse made against members of staff and volunteers;
- There is a senior member of the Academy's leadership team who is designated to take lead responsibility for dealing with child protection and safeguarding (the DSL) and that there is always cover for this role (the Deputy DSLs). This responsibility is incorporated into the DSL (and Deputy DSL's) job description;
- The DSL (and Deputy DSLs) undertake local training (in addition to basic safeguarding / child protection training) and this is refreshed every two years, as required by law. Additionally, the DSL (and Deputy DSLs) receive regular updates which take a variety of forms such as meetings, online training etc;
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (and at least annually) and receive regular, appropriate updates during the year.

Training – staff and volunteers working with children receive annual update training alongside discussions at every meeting. Staff are also invited to attend part of the DSL meetings to see chosen cases being discussed and recorded. All DSL's attend termly DSL Network meetings led by the Trust.

At our Academy we conduct annual training with all staff face to face with updates at meetings. In addition staff complete a range of online units including FGM through Every Learning (online)

New staff and volunteers are made aware of the Academy's arrangements for safeguarding and child protection and of their responsibilities. As part of induction procedures, the following are used:

- Safeguarding / Child Protection Policy;
- "Keeping Children Safe in Education 2026: Part 1";
- Low Level Concerns policy
- Staff Code of Conduct
- "Acceptable Use Policy;
- Whistleblowing Policy;

-

- "The Prevent Duty 2023";
- British Values and Preventing Radicalisation and Extremism Policy;
- Behaviour Policy
- AI Policy
- Working Together to Safeguard Children, 2026

Opportunities are provided for staff to contribute to and shape safeguarding arrangements and how this Policy is implemented in the individual Academy through staff meetings and other training sessions;

Any deficiencies or weaknesses concerning safeguarding or child protection are brought to the attention of the LAC and will be rectified without delay;

The CEO of InMAT will manage any allegations of abuse made against the Headteacher, in liaison with one of the Designated Officers at the Local Authority. If the allegation is initially reported to the Chair of the LAC then it is their responsibility to contact the CEO enabling the CEO to manage this.

Relevant policies and procedures are implemented including a "Staff Code of Conduct" for staff and volunteers;

Information is provided to the Local Authority (on behalf of the NSCP) through the Section 175 Safeguarding Audit and other information, as requested;

There is an individual member of the LAC who will champion issues to do with safeguarding children and child protection within the Academy, monitor practices and procedures, liaises with the DSL, and provides information and reports to the LAC. Their details are found in Appendix B;

The Academy shares information and contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2026, "Information Sharing – 2018" and Northamptonshire County Council's "Thresholds and Pathways" Document. This includes providing a co-ordinated offer of Family Help for children who require this. Safeguarding arrangements take into account the procedures and practice of the Local Authority and the NSCP;

The Academy has appropriate filtering and monitoring systems in place to monitor staff and pupil internet usage.

The Academy has appropriate filtering and monitoring systems in place to monitor staff and pupil internet usage.

In our Academy we use Securely to ensure the safe usage of IT in school. This is monitored through Easipc who are contracted to monitor and maintain the equipment used including the filtering, security and systems in place to enable the children to go online.

Pupils are taught about safeguarding, including online safety, through teaching and learning opportunities

and a broad, balanced curriculum.
At our Academy we follow SCARF and No Outsiders for PSHE/RSE which covers a range of areas about keeping ourselves safe and healthy. In addition, each class covers a unit about online safety through our schemes from https://teachcomputing.org/ You can also find overviews of our PSHE and On-line Safety curriculum on our Academy website.

Pupil's wishes and / or feelings are taken into account when determining actions and services (voice of the child). We follow the "Signs of Safety" approach required by NSCP - see 3.1 above and Appendix B for more details on pupil voice.

A designated teacher is appointed to promote the educational achievement of children who are looked after and those who were previously looked after and ensure this person has appropriate training**.** The current designated teacher is Louisa Broad.

The Academy puts in place appropriate safeguarding responses to pupils who are frequently missing from the Academy and those who go missing from education to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

14. Headteacher

The Headteacher of the Academy will ensure that:

- The Trust's and Academy's policies and procedures are effectively implemented, and followed by all
  staff;
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of pupils;
- Allegations of abuse or concerns that a member of staff or adult working at the Academy may pose a risk of harm to a child or young person are notified to the Designated Officer at the Local Authority and the CEO of InMAT;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to pupils, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and, that if all else fails, to report these directly to the MASH or the Police.
- Allegations relating to an incident where an individual or organisation was using the school premises for running activites for children, follow the schools safeguarding policy and systems and the Local Authority Designated Officer (LADO) is informed. When out-of-school setting providers use our academies for non-school activites, academies refer to guidance on keeping children safe in out of school settings for the safeguarding arrangements external providers should have in place.

15. Designated Safeguarding Lead

The Headteacher has appointed a DSL and appropriate senior members of staff to deputise for the DSL in their absence. The responsibilities of the DSL are found in full in Part Two and Annex B of "Keeping Children Safe in Education 2026 and include:

- Provision of information to the NSCP / Local Authority on safeguarding and child protection, including co-operating with other agencies and supporting with MASH enquiries (including during evenings / holidays where required);
- Liaison with the LAC and the Local Authority on any deficiencies brought to the attention of the LAC and how these should be rectified without delay;
- Understanding the local assessment processes for providing Family Help and intervention, including the "Signs of Safety" approach;
- Liaison with staff (especially pastoral support staff, school nurses, IT Technicians, Online-Safety Lead, SENCo etc.) on matters of safety and safeguarding and, when deciding whether to make a referral by liaising with other relevant agencies;
- Referral of cases of suspected abuse to the MASH (and / or Police where a crime may have been committed);
- Referral of cases to the Channel programme where there is a radicalisation concern;
- Referral of cases where a person is dismissed or left due to risk / harm to a child to the Disclosure and Barring Service as required;
- Acting as a source of support, advice, supervision and expertise within the Academy (including for Deputy DSLs who have to make referrals);
- During term time the DSL and the Deputy DSLs will be available for staff in the Academy to discuss any safeguarding concerns and adequate and appropriate cover arrangements will be made for any out of hours / out of term activities;
- Attending and contributing to Child Protection Conferences when required (and other safeguarding related meetings) and having arrangements in place to ensure attendance at meetings which may occur in holidays;
- Being alert to the specific needs of vulnerable children who may be in need, including those with special educational needs and / or disabilities;
- Ensuring each member of staff has access to, and understands, the Trust's Safeguarding / Child Protection Policy especially new or part-time staff and lunch time staff who may work with different educational establishments;
- Ensuring all staff have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately they arise;
- Ensuring **all** staff are given, read, understand and sign for the Safeguarding / Child Protection Policy, the "Keeping Children Safe in Education: 2026 Part 1", the Staff Code of Conduct, the Acceptable Use Policy, the Behaviour Policy, the "Prevent Duty 2023", the Whistleblowing Policy and the Preventing Radicalisation & Extremism Policy;
- Keeping detailed, accurate and secure written records of concerns and referrals;

Attending refresher training courses every two years and other regular updates (at least annually);

- Obtaining access to resources and training for all staff. (This should be done at regular intervals and fuller training should happen annually);
- Where pupils leave the Academy; ensuring that their child protection file is handed promptly to the DSL or Headteacher of the receiving academy / setting, signed for and receipted. (See paragraph 5.5 for further details).
- Maintaining, monitoring and reviewing child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with the section on "Records, Monitoring and Transfer" below.

16. Records, Monitoring and Transfer

Well-kept records are essential to good Child Protection practice. All staff are clear about the need to record and report concerns about a pupil or pupils within the Academy.

Child Protection concerns are recorded electronically in My Concern.

The DSL is responsible for receiving, actioning, maintaining and reviewing these records and for deciding at what point they should be shared with, or copied and passed over to, other agencies.

Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child Protection records are stored within My Concern.

(NB – in relation to Academies in Northamptonshire - no archived files can currently be destroyed until NCC issues further information).

Child Protection records are reviewed regularly, by the DSL and Deputy DSLs to check whether any action or updating is required and to monitor the impact of actions. This includes monitoring patterns of complaints or concerns about any individuals and ensuring that these are acted upon.
When pupils transfer to a different academy / setting, their Safeguarding / Child Protection records are also transferred and this is done securely as required. Safeguarding / Child Protection records are passed directly to the DSL, Deputy DSL or Headteacher in the receiving school or setting, with any necessary discussion or explanation and a signed and dated record of the transfer is obtained. A copy of the Chronology from the file must be made and securely archived together with the receipt of transfer. In the event of a pupil moving out of area and a physical handover not being possible, then the confidential records are sent to the named DSL by registered post and a receipt is included for return. This receipt is always chased up and kept with the copy of the chronology. Child protection files will be transferred

securely within five working days of an in-year transfer or within the first five working days of a new term, with confirmation of receipt obtained.

If the pupil is moving out of County the Local Authority advice is to copy and retain the Child Protection record before it is transferred to the new setting. Files requested by other agencies e.g. Police are copied and shared as appropriate.

17. Support for Pupils and Academy Staff

Support for Pupils

Our Trust recognises that **children who are abused** or **who witness violence** may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children the Academy may be one of the few stable, secure and predictable aspects of their lives. **Children under five** are considered to be extra vulnerable because of their age. Other children may be **vulnerable** because, for instance they:

- Have English as an additional language;
- Are of a cultural heritage that may pose risk, such as from FGM, Breast Flattening or Forced Marriage;
- Are refugees;
- Are homeless (or at risk of becoming homeless);
- Are Looked After or Previously Looked After;
- Have a disability and specific additional needs;
- Have special educational needs (whether or not they have an EHCP);
- Are a young carer;
- LGTBQIA+
- Where they see, hear, or experience the effects of domestic violence
- Unexplainable and/or persistent absence from education
- Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Are frequently missing from care or from the home;
- Are misusing drugs or alcohol themselves;
- Are at risk of modern slavery, trafficking or exploitation;
- Are in a family circumstance presenting challenges for the child such as, substance abuse, adult mental health problems or domestic abuse;
- Have returned to their family from care;
- Are showing early signs of abuse and / or neglect;
- Are at risk of being radicalised or exploited;
- Have to appear in court; • Have family members in prison;
- Are being privately fostered.

Attendance concerns

We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence. Support will be given within the Academy or we will seek external services to help.

18. Disclosure

All staff and volunteers are made aware what to do if a child discloses that he or she has been abused in some way. They will:

- Listen to what is being said without displaying shock or disbelief;
- Accept what is being said;
- Allow the child to talk freely;
- Reassure the child, but not make promises which it might not be possible to keep;
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child;
- Reassure him or her that what has happened is not his or her fault;
- Stress that it was the right thing to tell;
- Listen, only asking questions when necessary to clarify. (Using the "TED" approach "Anything else you want to tell me?", "Can you explain/describe what you mean?");
- Not criticise the alleged perpetrator;
- Explain what has to be done next and who has to be told; • Make a record (see 5.1) - for details of the Academy's procedures
- Pass the information to the DSL (or Deputy DSL) immediately.

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff / volunteer should, therefore, consider seeking support for him / herself and discuss this with the DSL.

If a staff member or volunteer receives a disclosure about potential harm caused by another staff member, they should follow procedures as outlined in Appendix A4.

If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioral signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

Staff will be alert to patterns in attendance or poor attendance which can be impacted by mental health. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by contacting the DSL or Deputy DSL.

•

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Looked after and previously looked after children

The Headteacher and Designated Teacher for Looked After and Previously Looked After Children are responsible for promoting the achievement and well-being of pupils who are **looked after (CLA) and previously looked after (Previously LAC)**.

Members of staff will have information relating to the pupil's looked after legal status, contact arrangements with birth parents or those with parental responsibility, the child care arrangements and the levels of authority delegated to the carer by the authority looking after him / her.

The Designated Teacher for CLA and Previously LAC will also have details of the pupil's social worker and the name of the Virtual School Lead in the authority that looks after the pupil and will attend training appropriate to their role.
The Academy designated teacher is Emma Ramm They attended training in 2022.

19. Children Missing from Education

The Trust recognises the importance of the fact that all children are entitled to full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

A child absent/going missing from an education setting can act as a vital warning sign of a range of safeguarding possibilities.

A child absent/going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become absent for prolonged periods/unexplainable and/or persistent absences from education/ missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm, exploitation or neglect;
- Are at risk of forced marriage or FGM;
- Come from Gypsy, Roma, or Traveller families;
- Come from the families of service personnel;
- Go missing or run away from home or care;
  Are supervised by the youth justice system;
- Cease to attend a school;
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who have prolonged periods of absence, unexplainable and/or persistent absences, and/or who go missing from education, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

20. Child-on-Child Abuse

Our Trust recognises that children themselves sometimes display **abusive behaviour** and that such incidents must be referred to the DSL for appropriate support and intervention to be put into place. This is especially important where the alleged behaviour:

- Is serious and potentially a criminal offence;
- Could put pupils in the Academy at risk;
- Is violent;
- Involves pupils being forced to use drugs or alcohol;
- Involves sexual exploitation or sexual abuse, such as indecent exposure, up-skirting, Sexual assault, or sexually inappropriate pictures or videos (including Consensual and nonconsensual making or sharing of nudes and semi-nudes, including AI-generated images).
- If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:
- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

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

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as Consensual and non-consensual making or sharing of nudes and semi-nudes, including AI-generated images or youth produced sexual imagery)
- Up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

Procedures are in place to minimise the risk of child-on- child abuse and to investigate and deal with allegations of child-on-child abuse. Child-on-child abuse will not be tolerated and individuals will be supported.

Different gender issues can be prevalent when dealing with child-on-child abuse. Child-on-child abuse can take a range of forms (bullying, teenage relationship abuse, physical abuse, sexual abuse, on-line abuse etc.).

Staff are alert to the possibility that a pupil or young person who has harmed another may well also be a victim. However, the interests of the identified victim must always be the paramount consideration and staff are alert to the fact that there is likely to be a risk to pupils other than the current victim.

Any evidence of child-on-child abuse, is logged on My Concern using the category 'child on child abuse'. This enables staff to monitor incidents and to respond accordingly. For all child-on-child abuse cases, staff

complete a Trust Risk Assessment which outlines support for the victim and the perpetrator. (Appendix E)

Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences.

Such children and young people are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection.

Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

Staff will not dismiss some abusive behaviour as 'normal' between young people and should not develop high thresholds before taking action.

"Keeping Children Safe in Education" 2026 makes it clear that "Abuse is abuse and should never be tolerated or passed off as banter or part of growing up".

At the Academy we try to minimise incidents of child-on-child abuse by:

- Providing a developmentally appropriate PSHE curriculum which develops pupils to understand acceptable behaviour and keeping themselves safe;
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Developing robust risk assessments where appropriate;
- Having relevant policies in place (e.g. Behaviour Policy).

At the Academy we try to minimise incidents of child-on-child abuse by:

- Providing a developmentally appropriate PSHE curriculum which develops pupils to understand acceptable behaviour and keeping themselves safe;
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Developing robust risk assessments where appropriate; • Having relevant policies in place (e.g. Behaviour Policy).

Minimising peer-on-peer abuse
At our Academy we use SCARF to support the learning of all and participate in national weeks such as Anti-bullying Week.

Staff are also aware of possible cases of sexual violence or harassment between children and more detail about this is found in Appendix A2.

21. Private Fostering

The nationally accepted definition of Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'.

This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage / affinity).

We know that many Private Fostering arrangements remain unknown to the local authority. This is a cause for concern as privately fostered children and young people, without the safeguards provided by law, are a particularly vulnerable group.

There are many reasons why children and young people are privately fostered, for example:

- Parental ill health;
- Children sent to this country for health care or education by parents living overseas;
- Children living with a friend's family as a result of separation, divorce or arguments at home;
- Children at boarding schools who do not return to their parents during holidays;
- Teenagers living with the family of a boyfriend or girlfriend;
- Children on holiday exchanges or living with host families for a variety of reasons;
- Children brought from abroad with a view to adopt;
- Children whose parents work unsocial hours;
- Children whose parents are in prison;
- Children whose parents are serving in the forces.

Professionals that become aware of a child that is being privately fostered should encourage the parent / carer to inform the MASH of the arrangement or contact the MASH themselves if they think parents / carers may not have done so already.

22. Children with Special Educational Needs and / or Disabilities

Our Trust recognises that pupils with **special educational needs and / or disabilities can face additional safeguarding challenges**. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to isolation than other children;
- The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

- If a parent/carer of a child with an EHCP expresses their intention to home educate their child, the local authority will be informed and review the plan collaboratively with parents/carers

In order to address these additional challenges we offer extra pastoral support for children with SEN and disabilities where required. Children with SEND are provided with additional support tailored to their individual needs. This may include the use of visual resources, symbols, social stories and simplified language to support understanding and communication, as well as additional opportunities to speak with a trusted adult and share any worries or concerns. Staff provide regular check-ins where appropriate and are alert to changes in behaviour, presentation or communication, recognising that children may communicate distress in different ways. Where required, the school works closely with parents/carers and external professionals to ensure appropriate support, resources and reasonable adjustments are in place.

Further information of local support can be found at:

West Northamptonshire
North Northamptonshire

https://www.kids.org.uk/sendiass

Children with special educational needs and disabilities (SEND) | NSPCC Learning

Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the Academy's complaints process.

The Headteacher and Academy staff will ensure the pupil's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual pupils. This will happen through ensuring there are systems in place for pupils to express their views and give feedback.

23. Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the pupil / young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a Child Protection concern, he / she should in the first instance speak to the DSL / Deputy DSL about the support he / she requires. The DSL / Deputy DSL will seek to arrange the necessary support.

24. Working with Parents / Carers

The Academy will:

- Ensure that parents / carers have an understanding of the responsibility placed on the Academy and staff for Safeguarding / Child Protection by setting out its obligations in the Academy Prospectus (if appropriate) and on the Academy website;
- Undertake appropriate discussion with parents / carers prior to involvement with another agency or with the MASH, unless to do so would place the child at risk of harm or compromise an investigation;
- Engage parents / carers in the Family Help agenda for Northamptonshire applying the Vulnerability Matrix and using the Signs of Safety approach, where early need is identified, and signpost families appropriately or make referrals to outside agencies using the Family Help Assessment tool.

25. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

26. Looked-after and previously looked-after children

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

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads
- We have appointed a designated teacher, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance

27. How we safeguard pupils attending alternative provision

Where we place a pupil with an alternative provision provider, we understand that we continue to be responsible for the safeguarding of that pupil and we will satisfy ourselves that the placement meets the pupil's needs.

The School will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

The School will have processes in place to know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements and review them at a minimum of half termly to ensure that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement will be immediately ended if any concerns are not addressed.

Insert details of how you quality assure alternative provision and steps in place to safeguard your pupils when they attend.

The statutory guidance relevant to this area is:

- **Alternative Provision** DFE statutory guidance and
- **Education for children with health needs who cannot attend school** - GOV.UK (www.gov.uk) – DFE statutory guidance.

28. Other Relevant Policies

The Trust's statutory responsibility for safeguarding the welfare of children goes beyond simply Child Protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other documents and policies we have. This includes:

- Health & Safety Policy (which covers; Visitors, First Aid, Trips, Visits and Risk Assessments)
- Staff Code of Conduct;
- Behaviour Policy;
- Equality Duty;
- Anti-Bullying Policy (including Cyberbullying);
- Inclusion Policy;
- Supporting Pupils with Medical Conditions Policy;
- Relationships and Sex Education Policy;
- Attendance Policy;
- AI Policy
- Low Level Concerns Policy
- Whistleblowing Policy;
- Acceptable Use Policy;
- Critical Incident Policy / Procedures.
- Children Missing in Education

This list of policies is not exhaustive but when undertaking development or planning of any kind the Trust and the Academy will consider the implications for safeguarding and promoting the welfare of children.

29. Recruitment and Selection of Staff

The Trust's safer recruitment processes are based on the Statutory Guidance: "Keeping Children Safe in Education" – September 2026. When recruiting staff, decisions are made about the suitability of the prospective employee based on checks and evidence including: identity checks, criminal record checks (enhanced DBS checks), barred list checks, right to work checks, social media checks, overseas checks and prohibition checks together with references and interview information. The Academy will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

The Academy informs all shortlisted candidates that social media/online checks will be completed as part of our safer recruitment processes.

The Academy has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the role of the DSL, and are given the Safeguarding / Child Protection Policy, "Keeping Children Safe in Education 2026: Part 1 and Annex A", the Staff Code of Conduct, the government's "Prevent Duty", the Acceptable Use of the Internet Policy, the Whistleblowing Policy, the Prevention of Radicalisation and Extremism Policy, the Behaviour Policy and the Academy Safeguarding booklet. (These form the basis for the Safeguarding induction).

On every interview panel for Academy staff, at least one member will have undertaken Safer Recruitment training and this will be refreshed at least every five years (even though this is not now statutory), either online or by attending an appropriate local or national accredited training course.

In line with requirements, all Directors and Governors have had DBS, identity checks and Section 128 checks. Additionally all other leaders, managers and middle managers have had Section 128 checks. Section 128 of the Education and Skills Act 2008 provides for the Secretary of State to direct that a person may be prohibited or restricted from participating in the management of an independent school (which includes academies and free schools). This vetting check must be completed to ensure that someone has not been prohibited from the management of a school / academy. (It is carried out in a similar way to Prohibition from Teaching checks).

30. Information Sharing

The Academy recognises the importance of sharing relevant information with other agencies and follows statutory guidance as set out in "Information Sharing - Advice for Practitioners" July 2018. This is in compliance with the Data Protection Act 2018, Data Protection Act 2018, UK GDPR Data (Use and Access) Act 2025 and UK GDPR requirements.

31. Staff / Pupil Relationships

All staff and volunteers will be made aware of their position of power and trust and will adhere to regulations relating to the Sexual Offences Act 2003 and to the Staff Code of Conduct. This also extends to the use of social media.

32. Additional Safeguarding Awareness for Staff

Staff need to be aware of, and will have training on, the following areas which are related to the wider Safeguarding agenda:

Signs of Abuse & Neglect;
Child-on-Child Abuse;
Sexual Violence and Harassment;
Upskirting;
Child Sexual Exploitation;
Serious physical assault
Threats involving weapons
Transferable safeguarding risks between settings
AI-enabled harassment and abuse
Harm occurring simultaneously online and offline
Children Missing from Education;
Modern Slavery, Trafficking and Exploitation;
Female Genital Mutilation;

Forced Marriage;
Breast Flattening;
So called Honour-Based Violence;
Domestic Abuse / Violence;
Gender Based Violence;
The Prevent Duty / Preventing Radicalisation and Extremism;
Child Poverty / Spiralling Debt;
Housing Issues / Homelessness;
Fabricated & Induced Illness;
Bullying;
Faith & Cultural Abuse;
Anti-social or Criminal Behaviour;
Gang Involvement and Association with Organised Crime Groups;
Child Criminal Exploitation (County Lines);
Private Fostering;
Vulnerability of those with Special Needs / Disabilities;
Impact of Parent / Carer Mental Health Issues;
Impact of Drug / Alcohol / Substance Misuse;
Dog Bites;
Being a Young Carer / Young Parent
Children and the Court System;
Children with Family Members in Prison.

Staff will also be made aware of learning from local and national Serious Incidents (Serious Case Reviews) and other issues that may arise that are seen to be relevant for learning with regard to safeguarding the pupils and staff of the Academy.

All staff will adhere to the Home Office and DFE guidance on the use of social media and online activity by extremists to radicalise and recruit young people (July 2015). The Academy will take advice and use existing NSCP safeguarding and child protection procedures if there is a concern and are aware of the national helpline **0207 3407264** which can be used if necessary.

All staff have been made aware of the Whistleblowing Policy and Procedures. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding / child protection failures internally. Staff can call: **0800 028 0285** – this line is available from 8:00 AM to 8:00 PM, Monday to Friday and E-mail: help@nspcc.org.uk.

APPENDIX A1

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

DEFINITIONS OF ABUSE

(From 'What to do if you're worried a child is being abused?' 2015)

Understanding and Identifying abuse and neglect

"Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm".
"Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others including via the internet".
"Abuse and neglect can happen over a period of time, but can also be a one-off event".

"Child abuse and neglect can have major long-term impacts on all aspects of a child's health and well-being".

Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm to a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse also occurs outside of the family environment.

Sexual Abuse

Sexual Abuse is a sexual activity with a child. It involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or touching outside of clothing. It may include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit sexual abuse, as can children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect is a pattern of failing to provide for a child's basic needs, whether it is adequate food, clothing, hygiene, supervision or shelter, protecting a child from physical and emotional harm or danger; ensuring adequate supervision (including the use of inadequate care-givers) or ensuring access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs and risk of exploitation.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal substance abuse or alcohol abuse.

It is important that practitioners remain alert and do not miss opportunities to take timely action. Neglect is not always straightforward to identify.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers. It may involve seeing or hearing the ill- treatment of another person. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

APPENDIX A2 – OTHER AREAS RELATED TO ABUSE CHILD SEXUAL EXPLOITATION

Child sexual exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

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

"Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation" DFE February 2017

Risk Identification

When any practitioner becomes aware that a child or young person is at risk of being sexually exploited, they should identify and react to the need to protect that individual from any future harm. This should always include notifying the DSL within the Academy. The DSL will ensure that the online assessment tool is completed (and if the case is subsequently referred into children's social care, the completed assessment will be included with the referral: Sign In | Multi-agency safeguarding hub (MASH) Northamptonshire

In all cases if there are concerns that the pupil is in immediate danger then you should contact the police on 999 or the MASH.

In the event of an individual having concerns that a child or young person is at risk of being sexually exploited (but where there is no immediate danger), these will be reported to the DSL who will follow the procedures outlined in the Northamptonshire CSE Toolkit - Chapter 3 (see NSCP website).

Possible Indicators may include:

- Acquisition of money, clothes, mobile phones etc. without plausible explanation;

- Gang-association and / or isolation from peers / social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home / care without explanation and persistently going missing or returning late;
- Excessive receipt of texts / phone calls;
- Returning home under the influence of drugs / alcohol;
- Inappropriate sexualised behaviour for age / sexually transmitted infections;
- Evidence of / suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Indicators are a guide and do not replace, but should assist, the exercise of professional judgement. The person who is making the judgements needs to take into account the principles detailed above and be clear on the evidence that the risk is actually occurring or whether further assessment is required to clarify this. The earlier the intervention the better chances of success.

Important points to remember – CSE:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and / or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- May be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse;
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources;
- The coercers and perpetrators are usually an adult, but can be children and young people in a position of power of either gender;
- Young people may exchange or sell sex as a result of constrained choices such as poverty, isolation and historic abuse;

- Parents / carers may be involved in the sexual exploitation of their children, or fail to prevent / protect from it;
- Groups of children and young people and multiple perpetrators may be involved (organised abuse);
- No child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE;
- Children and young people with additional needs require special consideration up to the age of 25 years.

Trafficking

This is when a child or young person is moved from one place to another, so that he or she can be exploited.

This includes situations when a child / young person has:

- Been bought or sold for money;
- Been tricked into leaving home;
- Been given away by their family because the family need money;
- Been made to leave their home because of war;
- Chosen to leave home, thinking they are going to a better life.

The movement of a child / young person can be international or within the same country. In most cases, the child / young person suffers because they have been forced or tricked into moving.

Child trafficking is growing more common and affecting the lives of more children / young people every day.

Female genital mutilation

NSCP Guidance

The term 'Female Genital Mutilation' (FGM) encompasses all procedures that either:

- Fully or partially remove external female genitalia, or;
- Injure the female genital organs for non-medical reasons.

FGM is usually carried out on girls between the ages of 5 and 14 years, but younger girls and adult women are sometimes victims of this procedure.

FGM is extremely traumatic. It can lead to serious, life-long physical and mental health problems. Internationally, FGM is recognised as a violation of the human rights of girls and women and when performed on a child, is a violation of the Rights of the Child. With growing and emerging migrant populations in the County it is vital that agencies and organisations in Northamptonshire work together to

ensure they put plans in place to raise awareness of its illegality and the risks, to prevent further procedures and support women who have experienced FGM.

In the UK, under the FGM Act 2003 and the Serious Crime Act 2015, it is an offence for any person (regardless of their nationality or residence status) to:

- Perform FGM;
- Assist a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.
- The Serious Crime Act 2015 also includes:
- Provision of lifelong anonymity in the media of FGM;
- A new offence of 'failing to protect a girl from FGM' – each person responsible for the girl at the time the FGM occurred will be liable;
- FGM Protection Orders – for the purposes of protecting a girl against the commission of a FGM offence or protecting a girl against whom such an offence has been committed;
- A mandatory reporting duty requiring specified regulated professionals (healthcare, social care and teachers) in England and Wales to make a report to the police. The duty applies where, in the course of their professional duties, a professional discovers that FGM appears to have been carried out on a girl under 18 (at the time of discovery).

Identifying a child at risk of FGM - Indications that FGM may be about to take place:

- The family comes from a community that is known to practice FGM (it may also be possible that they will practice FGM if a female family elder is around);
- Parents requesting permission for their girls to be taken out of the Academy two weeks before or after the holidays (recovery period can be up to 8-10 weeks);
- A pupil talking about a long holiday to her country of origin or another country where the practice is prevalent;
- A pupil talking about "becoming a woman" or "rites of passage" or a "special ceremony";
- A pupil talking about new clothing or special outfits;
- A pupil may confide in a professional that she is about to undergo a "special procedure" or attend a special occasion;
- Becoming withdrawn or acting out of character;
- There are older girls or women in the family (e.g. older sister/s, mother) who have undergone FGM;
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- Any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

Identifying a child who has been subject to FGM - Indications that FGM may have already taken place:

- A pupil may spend long periods of time away from the classroom during the day with bladder or menstrual problems;
- Frequently girls who have undergone FGM find it harder to urinate and it will therefore take longer to pass urine;
- There may be prolonged absences from the Academy;
- A prolonged absence from the Academy with noticeable behaviour changes on the girl's return could be an indication that the girl has recently undergone FGM;
- A pupil requiring to be excused from physical exercise lessons without the support of her GP;
- A pupil may confide in a professional or ask for help. Professionals encountering a girl or woman who has undergone FGM should also be alert to the risk of FGM in relation to her:
- Younger siblings;
- Current daughters or daughters she may have in the future;
- Extended family members.

Staff **must** report to the police cases where they discover that an act of FGM appears to have been carried out, in line with the Female Genital Mutilation Act 2003. Unless the member of staff has a good reason not to, they should also still discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or over. In these cases, members of staff will follow local safeguarding procedures.

For further information: Female genital mutilation - GOV.UK (www.gov.uk)

Also: https://northamptonshirescp.org.uk/working-with-children-professionals/female-genital-mutilation

Forced marriage

Staff are aware that forced marriage can happen to pupils as young as ten years of age.

Forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic / child abuse and a serious abuse of human rights. Forced marriage is not the same as arranged marriage (where both parties consent). Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. Forced marriage was made illegal as of 16th June 2014.

For further information:

"The Right to Choose: Multi-Agency Statutory Guidance for Dealing with Forced Marriage"
2014 Forced Marriage Unit – **020 7008 0151** fmu@fco.gov.uk

Breast flattening

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and / or pounded down over a period of time (ranging from a few weeks to years) in order for the breasts to disappear or delay the development of the breasts entirely. In some families, large stones, a hammer or spatula that has been heated over hot coals can be used to compress the breast tissue.

Other families may opt to use an elastic belt or binder to press the breasts to prevent them from growing. Breast flattening usually starts with the first signs of puberty and is usually carried out by female relatives.

It should also be acknowledged that some adolescent girls and boys may choose to bind their breast using constrictive material due to gender transformation or questioning their identity, and this may also cause health problems.

In many cases, the abuser thinks they are doing something good for the girl by delaying the effects of puberty and the practice is designed to:

- prevent pregnancy and rape;
- make teenage girls look less "womanly" and no-longer sexually attractive to men;
- enable the girl to continue her education;
- prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage;
- prevent early marriage;
- deter unwanted attention.

There has not been extensive research done on breast flattening and the few studies that have been carried out indicate that the practice occurs predominantly in Cameroon.
Others countries include: Togo, Chad, Kenya, Guinea Bissau, South Africa, Cote d'Ivoire, Benin and Zimbabwe.

Further information can be found in the DfE leaflet available from: www.nationalfgmcentre.org.uk

So called honour-based abuse

So called "honour-based abuse" (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and / or community. It includes FGM, Forced Marriage and practices such as breast ironing / flattening.

All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts, staff should speak to the DSL.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child (or family member) being at risk of HBA, or already having suffered HBA.

Preventing radicalisation and extremism

The Counter-Terrorism and Security Act 2018 and The Prevent Duty – 2023 place a duty on specified authorities, including the local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ('The Prevent Duty').

The Counter-Terrorism and Security Act 2018 also places a duty on local authorities to ensure Channel Panels are in place. The Panel must include the local authority and Chief Officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Academies and colleges who are required to have regard to "Keeping Children Safe in Education 2025" are listed in the Act as partners of the panel.

The biggest threat is around terrorist groups seeking to radicalise and recruit people. This threat is greater amongst young people. Extremism is defined as a rejection of a cohesive, integrated, multi-faith society and parliamentary democracy. The local agenda supports the Prevent Strategy. Communities and local authorities have a key part to play in developing a sense of belonging and will be an important part of wider partnership working. The threat is not just from radical religious groups such as 'Islamic State' but also from radical 'far right' and other political groups who may attempt to radicalise children and young people.

Northamptonshire County Council has embedded Prevent into its safeguarding procedures. Any contacts made with concerns in relation to Prevent will be assessed through the MASH. If there are concerns that a child or young person may be susceptible to violent extremism or radicalisation the DSL within the Academy will be informed and, after initial discussions, a multi-agency referral form will be submitted to the MASH.

As part of the "Prevent Duty", academies must address the four key areas, which are:

- Risk Assessment;
- Working in Partnership; • Staff Training;
- IT Policies.

Risk Assessment

Academy staff should know how to make a referral where they have concerns about potential radicalisation.

Advice and guidance can be sought from the Prevent Engagement Officers at Northamptonshire Police: E-mail: prevent@northants.pnn.police.uk or phone **101 (ext. 343931) or 101 (ext. 345215)** Or from the DFE who also have a dedicated helpline: **020 7340 7264.** Actual Referrals must go to the MASH.

Working in Partnership

Academies are required to work in partnership with the NSCP, the Home Office trained Prevent Engagement Officers and other partner agencies to safeguard and promote the welfare of children. Prevent Engagement Officers and other partners will be accessed as relevant to provide advice and support with regard to this duty.

Effective engagement with parents / carers and their families is also important as they are in a key position to spot signs of radicalisation. The Academy recognises it is important to assist and advise families who raise concerns and direct them to support mechanisms.

Staff Training

In line with the Prevent Duty, the Academy is required to assess training needs in the light of their assessment of risk.

The risks for this academy are: Radicalisation from all communities inc: Muslim, Right Wing and mixed/unclear and unstable ideologies.

The DSL has accessed Prevent training in line with the requirements of "Keeping Children Safe in Education 2026" and disseminated appropriate information to other Academy staff.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech

- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations
- Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

IT Policies

Measures are in place at the Academy, which include filtering and monitoring of online access. Learning experiences are in place, evaluated and regularly reviewed, which help the pupils to understand ways in which to stay safe online.

At our Academy the DSL maintains documentation to support the monitoring process and actions as required on My Concern. Staff have been made aware during in- house training of the dangers of online activity by terrorist and extremist groups and know how to report any concerns to the Online Safety Lead and DSL.

Suspected on-line terrorist content can be reported to HM Government: www.gov.uk/report-terrorism

Further Information:

PREVENT (see GOV.UK website).

Community Safety Team

North Northamptonshire

West Northamptonshire
Prevent Officers – PC Ash Sparks – 07557 778423 and Case Officer Abbie Toal – 07973 881384
Prevent@northants.pnn.police.uk

Serious violence

All staff must be aware of indicators which may signal children are at risk from, or 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 self-harm or a 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 must be aware of the associated risks and understand the measures in place to manage these. Further guidance is provided in these Home Office documents which staff need to read:

"Preventing Youth Violence and Gang Involvement";
"Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance".

Domestic violence and abuse

The Government definition of Domestic Abuse is:
"Behaviour of a person A towards another person B is "domestic abuse" if A and B are each aged 16 or over and are personally connected to each other, and the behaviour is abusive. Behaviour is "abusive" if it consists of any of the following— physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour; economic abuse; psychological, emotional or other abuse;
and it does not matter whether the behaviour consists of a single incident or a course of conduct."

Further information:
Domestic Abuse Act 2021 (legislation.gov.uk)

Controlling behaviour is a range of acts designed to make a person subordinate and / or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour 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.

Domestic Violence indicators in children

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

We are aware that the majority of referrals to the MASH and a large number of Serious Case Reviews involve domestic violence. We will therefore ensure that we look out for possible indicators and talk to the DSL as a matter of urgency.

It is important to note that children may respond to domestic violence in different ways even within the same family. Some children may be profoundly affected by witnessing domestic violence whilst others appear to be relatively unaffected. It is therefore important to remember that the behaviour below may be due to other causes.

Children's coping strategies and reactions to domestic violence may also be similar to those for other forms of abuse. Learning to recognise domestic violence can therefore be useful in helping to protect children from all forms of abuse.
Possible Indicators:

0 – 5 years
- Violence to the mother during pregnancy may result in neurological and physical damage;
- Physical and emotional neglect may result in basic needs for food and warmth not being met;
- Under-stimulation and neglect can result in cognitive delay;
- Witnessing unpredictable and frightening behaviour may result in symptoms similar to post traumatic stress disorder;
- Parental unhappiness, tension, irritability or lack of commitment may lead to false attachments;
- Babies and toddlers have difficulty in communicating distress.

5-9 years
- The risk of physical injury may lead to symptoms of extreme anxiety and fear. The child may be subject to abuse;
- Academy behaviour and academic attainment may be impaired;
- Pupils may blame themselves for parental behaviour. Self-blame may result in low self-esteem;
- Unplanned separations may cause distress and disrupt education and friendship patterns; • Embarrassment and fear of unpredictable parental behaviour may result in curtailed friendships;
- Children may take on too much responsibility for self, parents and younger children.

10 years +
- Coping with puberty without support;
- Denying own needs and feelings;
- Low self-esteem;
- Increased risk of psychological problems, behavioural disorders, suicidal behaviours and offending;
- Poor Academy attainment due to difficulties concentrating;
- Poor Academy attainment due to absence in order to protect parent or younger children;
- Unacceptable behaviour resulting in pattern of academy exclusion;
- Isolation caused by reluctance to disclose for fear of family disruption.

Further guidance can be found at:

- NSPCC - https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/
- Refuge - Refuge, the UK's largest specialist domestic abuse organisation

- Safelives - http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people- and-domestic-abuse

Domestic Abuse Notifications to Schools – This scheme involves early reporting when a child or young person has been involved in a domestic incident. Upon a police referral, the Education Inclusion Team within Northamptonshire County Council will contact the DSL at the Academy and share information about the child or young person who had witnessed or been subject to domestic abuse. The DSL will share this information with relevant staff and assess what type of support (silent or overt) needs to be offered to the affected child or young person.

Mental health issues

Further information can be found in DfE guidance "Promoting and supporting Mental Health in Schools and Colleges" – 2026.

Children who are mentally healthy have the ability to:

- Develop psychologically, emotionally, intellectually and spiritually;
- Initiate, develop and sustain mutually satisfying personal relationships;
- Use and enjoy solitude;
- Become aware of others and empathise with them;
- Play and learn;
- Develop a sense of right and wrong;
- Resolve (face) problems and setbacks and learn from them.

Staff seeing pupils regularly are well placed to spot any changes in behaviour that might indicate a problem. The balance between the risk and protective factors set out above is most likely to be disrupted when difficult events happen in pupils' lives. This includes loss or separation (e.g. death, parental separation, divorce, hospitalisation etc.). It also includes other life changes (e.g. transition to a new school, birth of a sibling, bullying, domestic abuse etc.).

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children could be described as experiencing mental health problems or disorders.

Mental health professionals have defined these as:

- Emotional disorders such as phobias, anxiety states and depression;
- Conduct disorders such as stealing, defiance, fire-setting, aggression and anti- social behaviour;
- Hyperkinetic disorders such as disturbance of activity and attention;
- Developmental disorders such as delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;

- Attachment disorders such as children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- Other mental health problems including eating disorders, habit disorder, post- traumatic stress syndromes, somatic and psychotic disorders (such as schizophrenia and manic depressive behaviour).

Self-Harm and Suicidal Tendencies

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously, as they could be indicative of a serious mental or emotional disturbance.

Substance Abuse

There are many reasons why adults take drugs or drink alcohol. If doing so has negative consequences, then it may be regarded as misuse. Some people take greater risks than others do, but anyone can have a problem with drugs or alcohol.

To be healthy and develop normally, children must have their basic needs met. If a parent/carer is more concerned with feeding an addiction, or is under the influence of drugs or alcohol, it may reduce their ability to meet their children's needs.

A disorganised lifestyle is a frequent consequence of substance misuse. Parents/carers may fail to shop, cook, wash, clean, attend appointments or pay bills. This can lead to an inadequate home environment for children.

Children need conversation and play to stimulate their mental development, but substance misuse may affect a parent's/carer's ability to engage with their child. It may also affect a parent's/carer's ability to control their emotions. Severe mood swings and angry outbursts may confuse and frighten a child, hindering healthy development and control of their own emotions. Such parents/carers may even become dependent on their own child for support. This can put stress on a child and may mean they miss out on the experiences of a normal childhood.

Other consequences of substance misuse may include: lost jobs, unsafe homes, broken marriages, severed family ties and friendships. The disruption caused by efforts by the local authority to help is also likely to negatively affect a child.

There are several signs that may indicate that someone has a problem. Adults who misuse drugs or alcohol may:

- Become consumed or violent;
- Drink alone;
- Drink every day;

- Get "the shakes" when they have not had a drink;
- Miss work or social activities;
- Neglect their own health, appearance and homes;
- Not be able to stop their drug or drinking habit;
- Try to hide or deny their problem.

The signs that may indicate that a child is being neglected due to parent's/carer's drug or alcohol misuse include:

- Poor appearance;
- Delayed development;
- A child who is caring for a parent.

Children and the Court System

Children are sometimes 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. 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.
5-11 year olds - https://www.gov.uk/government/publications/young-witness-booklet-for-5- to-11-year-olds
12-17 year olds - https://www.gov.uk/government/publications/young-witness-booklet-for- 12-to-17-year-olds

Children with Family Members in Prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The National Information Centre for Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. https://www.nicco.org.uk/

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

https://nationalcrimeagency.gov.uk/

Like other forms of abuse and exploitation, county lines exploitation:

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

NCLCC County Lines video

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (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 the MASH 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. There are factsheets, which usefully summarise the new duties: "Homeless Reduction Act Factsheets" can be found at:
https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets

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, Academy 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 DSL or Deputy DSL should ensure appropriate referrals are made based on the child's circumstances.

Sexual Violence and Sexual Harassment between Children in Schools and Colleges

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 LGBTQIA+ 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" or "boys being boys"; and
- 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.

What is Sexual violence and sexual harassment?

It is important that school / academy and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003.

Rape:
A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration:
A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her / his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault:
A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and / or make them feel intimidated, degraded or humiliated and / or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence -it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and / or sexual violence.

It may include:

- Non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation;
- Coercion and threats.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow up and speak to the DSL or Deputy DSL immediately.

Further information is contained within KCSIE 2026.

Upskirting

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Sharing of nudes and semi-nudes ('Consensual and non-consensual making or sharing of nudes and seminudes, including AI-generated images')

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'Consensual and non-consensual making or sharing of nudes and semi-nudes, including AI-generated images' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:
Whether there is an immediate risk to pupil(s)
If a referral needs to be made to the police and/or children's social care
If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
What further information is required to decide on the best response
Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)

Whether immediate action should be taken to delete or remove images or videos from devices or online services
Any relevant facts about the pupils involved which would influence risk assessment
If there is a need to contact another school, college, setting or individual
Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)
The DSL will make an immediate referral to police and/or children's social care if:
The incident involves an adult
There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
The imagery involves sexual acts and any pupil in the images or videos is under 13
The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)
If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.
They will hold interviews with the pupils involved (if appropriate).
If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done through using a safer school's officer, a police community support officer, local neighbourhood police or through dialing 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images
- The receipt of such images
- This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

APPENDIX A3

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A PUPIL

General

Northamptonshire Safeguarding Children Partnership Procedures contain the inter- agency processes, protocols and expectations for safeguarding children. (Available on NSCP website https://northamptonshirescp.org.uk/). The DSL is expected to be familiar with these, particularly the referral processes and with NCC "Thresholds and Pathways".

It is important that all parties act swiftly and avoid delays.

Any person may seek advice and guidance from the MASH particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his / her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

Written records, dated and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.

In most cases of concern there will be an expectation that the Academy can demonstrate that they have engaged parents / carers in the "Northamptonshire Family Help "process. This is appropriate where it is thought a pupil may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a pupil may be the subject of neglect. In most cases, the parents' / carers' knowledge and consent to the referral are expected, unless there is reason for this not being in the pupil's interest. However, there will be circumstances when informing the parent / carer of a referral might put the pupil at risk and in individual cases advice from the MASH will need to be taken.

Individual Staff / Volunteers / Other Adults inc supply teachers – main procedural steps

When a pupil makes a disclosure, or when concerns are received from other sources, **do not** investigate, interview, ask leading questions, examine pupils, or promise confidentiality. Pupils making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

As soon as possible, make a note of what has been disclosed following the Academy's specific procedure and report to the DSL.

If the concern involves the conduct of a member of staff, supply teacher or volunteer, a visitor, a

governor, a trainee or another young person or pupil, the Headteacher must be informed. The Headteacher will contact the Designated Officer to seek advice.

If the allegation is about the Headteacher, the information should normally be passed to the Chair of LAC . the CEO or the Designated Officer. (See contacts on Page 4 of this policy).

If this has not already been done, inform the pupil (or other party who has raised the concern) what action you have taken.

Designated Safeguarding Lead – Main Procedural Steps

Individual, expandable case files will be initiated for pupils as soon as there is more than one concern. An overview chronology, which will hold a record of all communications, concerns and actions, is then started and put at the front of the case file. Such files will be stored securely (see Section on Records, Monitoring and Transfer). The Chronology at the front of each file will be kept fully up to date to enable all concerned to have a full picture and to ensure regular reviews are happening and recorded. Where there is just one concern the situation is monitored and such records are kept in a Ring File, which is reviewed regularly by the DSL, Deputy DSL and other relevant staff (to ensure no further concerns come to our attention).

Where initial enquiries do not justify a referral to the investigating agencies, we will inform the initiating adult and monitor the situation. If in doubt, we will seek advice from the MASH: 0300 126 7000. All contact related to the concern will be recorded.

We will share information confidentially with those who need to know observing the guidelines as laid out in "Information Sharing" 2018. Information on a pupil can be 'logged' with the MASH. This does not require submission of a referral form unless instructed to complete one by the MASH. Any information logged with the MASH needs to be recorded on the chronology in the pupil's confidential Child Protection file.

Where there is a Child Protection concern requiring immediate, same day, intervention the MASH will be contacted immediately by phone and their advice will be followed. Written confirmation will follow within 24 hours on the NSCP

Interagency Online Referral Form. All other referrals will be made firstly through a telephone conversation with the MASH and then by following up with the online form, where requested to do so.

If it appears that urgent medical attention is required, we will arrange for the pupil to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who will inform medical staff that non-accidental injury is suspected. Parents / carers will be informed that the pupil has been taken to hospital.

Exceptional circumstances: if it is feared that the pupil might be at immediate risk on leaving the Academy, we will take advice from the MASH (for instance about difficulties if the Academy day has

ended, or on whether to contact the police). A member of the Senior Leadership Team will remain with the pupil until the Social Worker or Police take responsibility. If in these circumstances an adult with Parental
Responsibility for the pupil arrives to collect the pupil, the member of staff has no right to withhold the pupil, unless there are current legal restrictions in force (e.g. A Restraining Order). If there are clear signs of physical risk or threat, the MASH will be updated and the Police will be contacted immediately.

Professional Challenge and Disagreements

Working with pupils and families, and in particular safeguarding and child protection work, is stressful and complex and will involve uncertainty and emotion. To ensure that the best decisions are made it may be necessary to challenge one another's practice.

The culture within our Academy enables all staff members to raise, without fear of repercussions, any concerns that they may have about the management of safeguarding and child protection within the Academy. This may include raising concerns about decisions, actions or inaction by colleagues about individual pupils. If necessary, staff members will speak to the DSL, Deputy DSL, Headteacher, Chair of Governors or Designated Officer.

Co-operation across all agencies is vital to provide the best outcomes for pupils and families. Professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, Conferences and case management.

If there are any professional disagreements with practitioners from other agencies the DSL (or the Headteacher) will initially raise concerns with the relevant agency manager and then follow the agreed conflict resolution or appeal procedures as laid out in Section 4 of the NSCP Procedures Manual - http://northamptonshirescb.proceduresonline.com/

Procedural Flow Chart

Attached here is a flow chart to be used as an aide memoire as to the process if someone is worried a child is being abused – this can be printed and put up in the Academy as a quick point of reference.

APPENDIX A4

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF INCLUDING HEADTEACHERS, SUPPLY STAFF AND VOLUNTEERS

These procedures will be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- Behaved in a way that has harmed a pupil, or may have harmed a pupil;

- Possibly committed a criminal offence against or related to a pupil or;
- Behaved towards a pupil or pupils in a way that indicates he or she would pose a risk of harm if they work regularly or closely with pupils;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Relevant documents:

DfE Keeping Children Safe in Education 2026 – (part 4). NSCP Procedures – Section 5.

Individual Staff / Supply Staff / Volunteers / Other Adults who receive the allegation:

Write a dated and timed note of what has been disclosed or noticed, said or done.

Report immediately to the Headteacher.

Pass on a written record to the Headteacher. The Headteacher will then log this via Confide platform on My Concern.

If the allegation concerns the conduct of the Headteacher, report immediately to the CEO of InMAT. Pass on the written record. (If there is difficulty reporting to the CEO, contact the Designated Officer as soon as possible or, if unavailable, contact the MASH on the same day.)

Our procedures for dealing with allegations will be applied with common sense and judgement.

Headteacher

If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.

Before taking further action notify and seek advice from the Designated Officer or, if unavailable, the MASH on the same day.

You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.

Report to the MASH (and Ofsted) if the Designated Officer so advises or if circumstances require a referral.

Ongoing involvement in cases:

- Liaison with the Designated Officer;
- Co-operation with the investigating agency's enquiries as appropriate;

- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

Chair of LAC (only relevant in the case of an allegation against the Headteacher)

If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.

Notify the CEO and the Designated Officer or, if unavailable, the MASH on the same day.

You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.

Report to the MASH (and Ofsted) if the Designated Officer so advises or if circumstances require a referral.

Ongoing involvement in cases:

Liaison with the Designated Officer;
Co-operation with the investigating agency's enquiries as appropriate;
Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome
- The headteacher will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation

- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)
- When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Suspension of the accused until the case is resolved

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the trust.

Timescales

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.

If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days.

If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

Who needs to know about the allegation and what information can be shared
How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
What, if any, information can be reasonably given to the wider community to reduce speculation

How to manage press interest if, and when, it arises

Record Keeping

Details of allegations that are found to have been malicious should be removed from Personnel Records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential Personnel File of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

A5

MOBILE PHONES, TABLETS, LAPTOPS CAMERAS AND OTHER PERSONAL HANDHELD DEVICES

See the following Trust Policies.

Staff Code of Conduct
Acceptable User Policy (AUP) and Clarification and Guidance in relation to the Acceptable User Policy; and
Photograph Policy

A6

DOG BITES ON CHILDREN

The following guidance has been agreed by partner agencies for the NSCP.

Academy staff must:

- Be aware of an injury to a child caused by a dog;
- Be aware of the treating of an injury to a child caused by a dog;
- Establish precisely when and how the injuries were caused;
- Establish if there is any history of previous, similar injuries and when this occurred.

Consideration should be given to whether the injuries caused are "non-accidental injuries".

A referral to the MASH should be considered if any of the following criteria apply:

- The pupil injured is under 2 years of age;
- The pupil is under 5 years of age and injuries have required medical treatment;
- The pupil is over 5 years and under 18 who has been bitten more than once by the same dog;
- The pupil is under 18 years of age, injuries have required medical treatment and initial information suggests the dog responsible could be prohibited and / or dangerous;
- A prohibited and / or dangerous dog is reported and / or treated, and is believed to be living with and / or frequently associated with children under 5 years of age.

Some calls might be logged 'for information' only by the agencies, if it is clearly established that no significant or continued risk is likely to the pupil, or other children (for example, if the dog has already been 'put down' or removed).

Please be mindful that the bite does not have to be a vicious injury.
Please contact the MASH immediately for advice if unsure. Call 0300 126 7000.

Definitions: Certain dogs are **'prohibited'** and if any agency has any knowledge or report of a dog of this type, the matter should be reported to the police immediately;

Any dog can be **'dangerous'** (as defined by The Act) if it has already been known to inflict or threaten injury.
For further information, see the NSCP guidelines – safeguarding children from dangerous dogs

A7

CHILDCARE DISQUALIFICATION REGULATIONS

The Childcare (Disqualification) Regulations 2009, and updated in August 2018, prohibit anyone who is disqualified under the Regulations, from working in a relevant setting, including an academy.

Who is disqualified?
A person is disqualified if any of the following apply:

- They have been disqualified by the DBS;
- They have committed any offences against children;
- They have committed any sexual offence against an adult or child;
- They have committed murder, manslaughter, kidnapping, false imprisonment, actual bodily harm (ABH) and grievous bodily harm (GBH).

For full details of what constitutes 'disqualification', refer to Schedules 1, 2 and 3 of the Regulations.
https://www.gov.uk/government/publications/disqualification-under-the- childcare-act-2006

Key Actions for Academies: Staff who may be disqualified.

Academies should immediately contact the Trust's HR Manager if they:

- Know of anyone in the Trust's employment who is, or may be, disqualified;
- Receive a positive declaration from any member of staff.

Anyone who is disqualified will need to be immediately removed from the relevant setting (probably through suspension in the case of employees) and Ofsted must be notified at the latest within 14 days.

Disqualified Workers

The Trust's HR Manager will provide support in dealing with cases where a disqualified person is identified. A disqualified person can apply to Ofsted for a waiver.
http://www.ofsted.gov.uk/resources/applying- waive-disqualification-early-years-and- childcareproviders

Ofsted may grant a full or partial waiver, including a waiver that would allow an individual to work in a relevant academy setting. Whilst a waiver application is under consideration the individual must not continue to work in these settings. Where a waiver is not granted, the employee will need to be dismissed unless redeployment options are available.

Record Keeping and Storage of Declarations (Staff and Volunteers) Storage:

The Academy must handle and store all information carefully, in accordance with normal Data Protection and GDPR regulations.

It is recommended that Disclosure Declaration Forms should be placed on Personnel Files. (Files should only be accessed by those staff required to do so).

Single Central Record:
There is no statutory requirement that the disclosure form should be recorded on the Single Central Record (SCR), but we recognise that this is good practice and record the date that forms have been completed.

Regularity of Checks:
There is no statutory requirement for declaration forms to be completed on a regular basis. However, it is recommended that, as part of the Academy's approach to safeguarding, they take the opportunity to regularly remind staff and volunteers of their obligation to make Headteachers aware of any new information that is relevant.

APPENDIX A8

EXEMPLAR FORM FOR STAFF DOCUMENTATION

I confirm that I have been given read and understand the following documents:

Document	**Date Confirmed Understanding**	**Signature**
The School Safeguarding / Child Protection Policy		
Keeping Children Safe in Education 2026 Part 1		
The Whistleblowing Policy		
The Behaviour Policy		
The Staff Code of Conduct		
Trust Health and Safety Policy		
Preventing Radicalisation and Extremism Policy		
Acceptable Use Policy		

Appendix 2:

STAFF TRAINING RELATED TO SAFEGUARDING

Training	**Date of Training**	**Training Provider**
Designated Safeguarding Lead		

Deputy Designated Safeguarding Lead		
Designated Teacher for CLA and previously LAC		
Governor Training		
Academy Awareness Raising		
Other Relevant training		

APPENDIX C

WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)
Flowchart

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL).

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and quetion any unexplained marks / injuries
- To raise concerns about poor or unsafe practice, refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Askfor help

- Record and share information appropriately with regard to confidentiality.
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSL)
- Responsibilityto take appropriate action, do not delay.

Refer

- DSL will make referrals to children services but in an emergency or a genuine concern that appropriateaction has not been taken, staff members can speak directly to MASH on 0300 126 1000 (Option 1)

APPENDIX D

POLICIES REFERRED TO WITHIN THIS SAFEGUARDING / CHILD PROTECTION POLICY:

- Acceptable Use Policy
- Anti-Bullying Policy (including Cyberbullying)
- Attendance Policy
- Behaviour Policy
- British Values & Prevention of Radicalisation and Extremism Policy
- Critical Incident Policy / Procedures
- AI Policy • Equality Duty
- Health & Safety
- Inclusion Policy
- Photograph Policy
- Physical Interventions and Positive Handling Policy
- Relationships and Sex Education Policy
- Staff Code of Conduct
- Supporting Pupils with Medical Conditions Policy
- Whistleblowing Policy

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