

# Safeguarding Policy Incorporating Child Protection



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**Local Authority**

Multi Agency Support Hub (MASH)  
(for referrals to Social Care)

Advice and Support for  
School/colleges and Other  
Educational Establishments  
(Including Training)

Safeguarding Unit – For duty advice

LADO (allegations) procedure

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## **Policy Consultation and Review**

This policy is available on the academy websites throughout our Multi Academy Trust and is available on request from academy offices. We also inform parents and carers about this policy in the admission pack and in our prospectus when their children/young people join one of our academies.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One and Annex A of the statutory guidance '[Keeping Children Safe in Education](#)'.

This policy will be reviewed in full by the Trust's Governor Safeguarding Panel on an annual basis.

Signature: David Naisbitt

(CEO Inspire Trust) Date:

Signature: Jennifer Dawson  
(Acting Headteacher Sitwell Junior School) Date:

Signature: Chris Eccles  
(Headteacher Oakwood High School) Date:

Signature: Joel Wirth  
(Principal Thomas Rotherham College) Date:

Signature: Steve Rhodes  
(Headteacher Winterhill School) Date:

Signature: Pete Sheldon  
(Chair of Governor Safeguarding Panel) Date:

Signature: Paul Jagger  
(Chair of Trust) Date:

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## 1. PURPOSE AND AIMS

- 1.1 The purpose of Inspire Trust's safeguarding policy is to ensure every child/ young person who is registered at one of our academies is safe and protected from harm and we expect everyone who works in our academies to share this commitment. This means we will always work to take all welfare concerns seriously and always act in the best interests of the child/young person to:
- Protect children and young people at our academies from maltreatment;
  - Prevent impairment of our children's and young people's health or development;
  - Ensure that children and young people at our academies grow up in circumstances consistent with the provision of safe and effective care;
- 1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children/ young people at our academies.
- 1.3 Our academies fully recognise the contribution they can make to protect children/ young people from harm and supporting and promoting the welfare of all children/ young people who are registered pupils/students at our academies. This will include recognising when they are at risk and how to get help when they need it and identifying children/ young people who may benefit from early help. We also assess the risks and issues in the wider community when considering the wellbeing and safety of our pupils/students. The elements of our policy are prevention, protection and support.
- 1.4 This policy applies to all pupils/students, staff, parents, governors, volunteers and visitors.

## 2. OUR SAFEGUARDING ETHOS

- 2.1 The child's/young person's welfare is of paramount importance. Our academies will establish and maintain an ethos where pupils/students feel secure, are encouraged to talk, are listened to and are safe. Children/ young people at our academies will be able to talk freely to any member of staff at our academies if they are worried or concerned about something.
- 2.2 Everyone who comes into contact with children/ young people and their families has a responsibility in safeguarding children/ young people. It is important for children/ young people to receive the 'right help at the right time' to address risks and prevent issues escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.**
- 2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child/young person and how to record and report this information. We will not make promises to any child/young person and we will not keep secrets. Every child/young person will know what the adult will have to do with any information they have chosen to disclose.
- 2.4 The school / college will assess the risks and issues in the wider community when considering the well-being and safety of its pupil/students. Throughout our curricula we will provide activities and opportunities for children/young people to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children/young people to develop essential life skills.

Safeguarding issues will be addressed through the curriculum as appropriate; at Oakwood High School / college this is through PSHE (MAP), RE, Tutor Time and assemblies. At Sitwell Junior School this will be delivered through PSHCE, including inputs on relationships and drugs education and assemblies. At TRC this is through regular student briefings and weekly tutorials.

2.5 The Trust recognises the importance of making children/young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. The curriculum provides opportunities for children/young people to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle children/young people are taught, for example:

- To recognise and manage risks in different situations and decide how to behave responsibly, including cyber safety, chat rooms, internet grooming;
- To judge what kind of physical contact is acceptable and unacceptable;
- To recognise when pressures from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure, including knowing when and where to get help;
- Preventing impairment to their mental and physical health or development.
- To use assertiveness techniques to resist unhelpful pressure.

2.6 The curriculum provision is enhanced through the use of outside agency support for all children/young people. This includes Barnardo's, South Yorkshire Police, Childline,

### 3. **What is Abuse?**

- For the purposes of this policy, “**abuse**” is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.
- Appendix 6 defines each category of abuse in more detail

**Specific safeguarding issues are:**

#### 3.1 **Child Sexual Exploitation (CSE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can 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. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in Annex A.

<http://rotherhamscb.proceduresonline.com/index.htm>

Indicators of child sexual exploitation 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/suspicious 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.

Potential vulnerabilities include:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
  - Absence of a safe environment to explore sexuality;
  - Economic vulnerability;
  - Homelessness or insecure accommodation status;
  - Connections with other children and young people who are being sexually exploited;
  - Family members or other connections involved in adult sex work;
  - Having a physical or learning disability;
  - Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Although the vulnerabilities listed above increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

More information can be found in:

[Child sexual exploitation: Definition and a guide for practitioners \(DfE 2017\)](#)

### **3.2 Child-on-child Abuse [In line with KCSIE 2022, references to ‘peer-on-peer abuse’ have been changed to ‘child-on-child abuse.’]**

Child on Child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child-on- as the victim. Whilst we recognise that it is more likely that girls will be victims and boys’ perpetrators, all child-on-child abuse is unacceptable and will be taken seriously.

At our academies we believe that all children/young people have a right to attend their academy and learn in a safe environment. Children/young people should be free from harm by adults in the academy and other children/young people.

All staff in our academies are aware that safeguarding issues can manifest themselves via child on child abuse, which is likely to include such things as:

- Bullying, including online/cyber bullying and prejudice-based bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’
- Sexual violence and sexual harassment – Part 5 of Keeping Children Safe in Education (2022) gives guidance to school / colleges on how to manage reports of child on child sexual violence and sexual harassment
- Sharing nudes and semi-nudes (previously known as ‘sexting’). In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)  
[Advice for Schools and Colleges on Responding to Sexting Incidents](#)
- Upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

All staff in the Trust are clear about the action to take where concerns about child-on- child abuse arise and all staff will always reassure victims that they are being taken seriously and that they will be supported and kept safe. All staff understand that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. All staff will be aware that pupil/students of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the academy’s Behaviour Policy.



In cases of sharing nudes and semi-nudes (formally known as 'sexting') we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

In cases of 'Upskirting' we recognise that it is an offence under the Voyeurism Offences Act 2019 to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose e.g.; obtaining sexual gratification or to humiliate, distress or alarm a victim. Upskirting will not be tolerated by the school and any incidents must be reported to the DSL who will then decide on an appropriate course of action.

## **A preventative approach**

In order to prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the academies will educate pupil/students about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The academies will also ensure that pupil/students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education](#)

Pupil/students will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

More information on child-on-child abuse/sexual violence is contained in Part 5 and Annex A of Keeping Children Safe in Education (2022) and Chapter 2.1.2 of the Rotherham LSCP child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

## Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old.

The Trust is aware of the common risk factors for FGM which include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

FGM may be likely if there is a visiting female elder, if there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

FGM is addressed as part of the procedures around '**Honour Based Abuse**' which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing"

The Trust has due regard to the **mandatory reporting duty**, which came into force in October 2015 (Serious Crime Act), of the FGM Act 2003, which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

Staff in our academies will be vigilant and will report promptly any FGM or other Honour Based Abuse concerns to the Designated Safeguarding Lead.

More information on these issues is contained in Annex A of Keeping Children Safe in Education (2022) and Chapters 2.2.10, 2.2.11 and 2.2.12 of the Rotherham LSCP child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

### 3.4 Preventing Radicalisation and Extremism (Prevent Duty)

The Trust has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being 'drawn into extremism and terrorism'.

In our academies we use age-appropriate curricula to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils/students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain.

Teaching the Trust's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

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

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

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

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside the academies
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms ie, the Local Authority, Police and/or the **Channel Programme**. We will provide a link, via our school/college websites, to the Rotherham LSCP website which provides information on radicalisation for children and young people, their parents/carers and professionals:

[www.rotherham.gov.uk/safeguarding](http://www.rotherham.gov.uk/safeguarding)

As with other safeguarding risks, staff will be alert to changes in children's/young people's behaviour, which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children/young people who might be at risk of radicalisation and act proportionately which may include making a referral to the **Channel** programme.

**Channel** is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for school/colleges to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel Panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 01709 336080.

More information on Prevent and Channel is contained in Annex A of '[Keeping Children Safe in Education](#)' and Chapter 2.1.6 of the Rotherham LSCP child protection online procedures: <http://rotherhamscb.proceduresonline.com/index.htm>

### 3.5 Online Safety / Filtering and Monitoring

The use of technology has become a significant component of many safeguarding issues. As a Trust we are aware that the predominant issues associated with online safety are:

- Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the DSL who will report it to the Anti-Phishing Working Group <https://apwg.org/>

Our Trust recognises that today's pupil/students are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. The school/college e-safety policy and day- to-day online e-safety procedures have due to regard to the most recent DFE non-statutory guidance entitled 'Teaching online safety in school' (June 2019) and KCSIE 2023 'Filtering and Monitoring' this helps teach our pupil/students how to stay safe online (including when they are online at home), within both new and existing school/college subjects (including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing). We teach pupils/students about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app.

At our Trust, we understand the responsibility to educate our pupils/students about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. We have a Trust Online Safety Policy which can be found on each academy's website.

Staff will be aware of the filtering systems in place and will know how to escalate concerns where they are identified.

### **Communicating with parents**

As part of the usual communication with parents, the school/college will reinforce the importance of pupil/students being safe online and inform parents that they will find it helpful to understand what systems the school/college uses to filter and monitor online use.

The school/college will also make it clear to parents what their children are being asked to do online for school/college.

### **Education at home**

Where children are being asked to learn online at home the department has provided advice to support school and colleges do so safely: [safeguarding-in-schoolscollegesand-other-providers](#) and [safeguarding-and-remote-education](#)

Our academies will provide information for parents and carers on online safety plus links to useful websites. A selection of useful links can also be found in Annex C of '[Keeping Children Safe in Education](#)' and Chapter 2.1.5 of the Rotherham LSCP child protection online procedures: <http://rotherhamscb.proceduresonline.com/index.htm>

### 3.6 Children with Special Educational Needs and Disabilities (SEND) or certain health conditions

Our academies understand that children/young people with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children/young people. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's/young person's disability without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

Where there are any concerns raised about the safety and welfare of a child/young person with SEND in our academies, we will ensure that these will be treated in the same way as with any other child/young person, with careful consideration of any additional needs. At Oakwood High School where necessary additional pastoral support and attention is provided through our ARC provision. Concerns regarding SEND pupil/students and needs are reported and recorded using CPOMS and closely monitored by the SENDCO and Additional Needs Manager

More information on children/young people with SEND is contained in Annex A of '[Keeping Children Safe in Education](#)', the NSPCC document '*We have the right to be safe – Protecting disabled children from abuse*' (Oct 14) and Chapter 2.1.3 of the Rotherham LSCP child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

### 3.7 Children who are absent from education for prolonged periods and/or repeated occasions

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. The school will monitor absences and patterns of absences and follow the attendance policy set out by the provision so as to support and identify such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Knowing where children/young people are during academy hours is an extremely important aspect of Safeguarding. Missing from the academy can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues. We monitor attendance very carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when children/young people are not at an academy. This means we need to have a least TWO up to date contacts numbers for parents/carers. We strongly encourage parents/carers to update the academy as soon as possible if the contact details change.

All staff in our academies understand the importance of regular attendance and our academies have appropriate procedures to follow for unauthorised absence in place and for dealing with children/young people that go missing from education, particularly on repeat occasions. This helps identify the risk of abuse and neglect, including sexual exploitation, and helps prevent the risks of their going missing in future. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and Forced Marriage.

In response to the guidance in '[Keeping Children Safe in Education](#)') the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils/students who are absent from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupil/students off-roll when they:
  - leave school to be home educated
  - move away from the school's location
  - remain medically unfit beyond compulsory school age
  - are in custody for four months or more (and will not return to school afterwards); or
  - are permanently excluded

We will ensure that pupils/students who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil/student leaves the school, we will record the name of the pupil/student's new school and their expected start date.

More information on children absent from education is contained in Annex A of '[Keeping Children Safe in Education](#)') and Chapter 2.3.2 of the Rotherham LSCP child protection online procedures: <http://rotherhamscb.proceduresonline.com/index.htm>

### **3.8 Additional safeguarding issues**

Additional guidance on other safeguarding issues such as Substance Misuse, Domestic Abuse, Trafficking, Mental Health, Terrorism and many more is contained in Annex A of '[Keeping](#)

*Children Safe in Education*' along with information about the indicators of abuse contained in Chapter 1.2.4 of the Rotherham LSCP child protection online procedures:

[www.rotherhamscbproceduresonline.com/index.htm](http://www.rotherhamscbproceduresonline.com/index.htm)

### 3.9 Looked After Children (LAC)

A child/young person who is looked after by a local authority (as defined in section 22 of the Children Act 1989) means a child/young person who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority. Every school/college must have a named designated teacher for LAC who works closely with the Virtual School Team and the Local Authority. The Designated Teacher for LAC in our academies is given at the front of this policy. We have a separate LAC policy which can be found on each academy's website.

### 3.10 Private Fostering

A Private Fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

School/colleges have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although school/colleges have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school/college. However, it should be clear to the school/college who has parental responsibility.

School/college staff will notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school/college itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school/college, we will take steps to verify the relationship of the adults to the child who is being registered.

Further information on Private Fostering can be found in Part One and Annex A of *'Keeping Children Safe in Education'* and chapter 2.3.7 of the Rotherham LSCP child protection



online procedures: [www.rotherhamscbproceduresonline.com/index.htm](http://www.rotherhamscbproceduresonline.com/index.htm)

### **3.11 LGBTQ+ pupil/students (This has put all the following numbers out of sync)**

The fact that a pupil/student may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupil/students can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil/student who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupil/students who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils/students can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupil/students and provide a safe space for them to speak out and share any concerns they have.

### **3.11 Criminal exploitation of children (county lines)**

The criminal exploitation of children/young people is a geographically widespread form of harm that typically crosses county boundaries. Key to identifying potential involvement are 'missing episodes', that is when a child/young person may have been trafficked and/or groomed for the purpose of transporting drugs. Like other forms of abuse and exploitation, this can affect any child/young person under the age of 18, appear consensual and could involve violence or threats of violence and enticement.

#### **Serious violence**

All staff, through training, will be made aware of the indicators which may signal that a pupil/student is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school/college or education or do not take part in education.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. See [‘Keeping Children Safe in Education’](#).

The most significant risk factors that could increase a pupil/student’s vulnerability to becoming involved in serious violent crime are; a history of committing offences, substance abuse, anti-social behaviour, truancy and peers involved in crime and/or anti-social behaviour. If any staff member suspects that a child maybe vulnerable to, or involved in, serious violent crime will report it immediately to the DSL.

More information on the criminal exploitation of children and serious crime can be found in Annex A of [‘Keeping Children Safe in Education’](#) and also in Chapter 2.1.12 ‘Gang Activity, Youth Violence and Criminal Exploitation Affecting Children’ of the Rotherham, LSCP procedures online:

<http://rotherhamscb.proceduresonline.com/index.htm>

### **3.12 Domestic Abuse**

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time Definition:

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

(e) psychological, emotional or other abuse.

People are 'personally connected' to each other if any of the following applies:

- they are, or have been, married to each other;
- they are, or have been, civil partners of each other;
- they have agreed to marry one another;
- they have entered into a civil partnership agreement;
- they are, or have been, in an intimate personal relationship with each other;
- they each have, or there has been a time when they each have had, a parental relationship in relation to the same child;
- they are relatives.

The definition of Domestic Abuse applies to children if they see, hear or experience the effects of abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

As a school/college we are supporting an initiative called 'Operation Encompass' a partnership between South Yorkshire Police and Education, supported by each Local Safeguarding Children's Partnership.

Operation Encompass has been designed to provide support for any child in school/college who may be affected by a domestic abuse incident where the police have attended.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

There are different kinds of abuse that can happen in different contexts. The most prevalent type of domestic abuse occurs in relationships. But the definition of domestic abuse also covers abuse between family members, such as adolescent to parent violence and abuse. The definition also considers coercive and controlling behaviour. Children and young people are very often the 'hidden' victims of domestic violence and abuse.

A key safeguarding member of staff in school/college will be informed when a domestic abuse incident has been recorded within the previous 24 hours or over the weekend. This will enable school/college to monitor children possibly affected and, where required, support if necessary. This will remain confidential; no information about specific incidents is shared with school/college. The school/college will, however, be able to make provision for possible

difficulties experienced by children who have been involved in, affected by, or witnessed a domestic abuse incident.

We are keen to offer the best support possible for our children and young people and we believe Operation Encompass will enhance the safeguarding within school/college. This will be extremely beneficial for all those involved.

At Oakwood High School, the key adult is Donna Tank

At Sitwell Junior School, the key adult is Sarah Walker

At Winterhill School, the key adult is Annie Wiseman

Further information on Domestic Abuse and the impact on children are contained within [Keeping Children Safe in Education 2022](#) and also in Chapter 2.2.7 of the Rotherham LSCP child protection online procedures:

[www.rotherhamscbproceduresonline.com/index.htm](http://www.rotherhamscbproceduresonline.com/index.htm)

### **3.13 Early Help and support for children in need:**

Early help means providing support as soon as a problem emerges, at any point in a child's/young person's life, from the foundation years through to the teenage years. We will work with local agencies in Rotherham to put processes in place for the effective assessment of the needs of individual children/young people who may benefit from early help services. This may be a child/young person who:

- Is disabled and has specific additional needs/Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently going missing from care or from home
- Is in a family circumstance presenting challenges for the child/young person, such as substance abuse, adult mental health, domestic abuse; being a young carer
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Has returned home to their family from care; is a privately fostered child
- Is showing early signs of abuse and/or neglect

As a Trust, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupil/students.

This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupil/students who have a social worker.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

### **3.14 Mental Health**

All staff within the Trust are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School/college staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken by recording their concern on CPOMS. At Oakwood High School/college, this will be recorded as a 'Pastoral' 'Welfare of Pupil/student' concern, and this will be dealt with by the Child Protection and Pastoral Teams.

### **3.15 Forced Marriage**

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Where an individual lacks the capacity to consent to marriage, coercion is not required for a marriage to be forced.

All staff will be alert to the indicators that a pupil/student is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil/student:

- Being absent from school/college – particularly where this is persistent.
- Requesting for extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school/college holidays.
- Being subjected to surveillance by siblings or cousins at school/college.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school/college by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.

- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a pupil/student who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or headteacher and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit. The DSL or headteacher will ensure the pupil/student is spoken to privately about these concerns and further action taken as appropriate. Pupil/students will always be listened to and their comments taken seriously.

It will be made clear to staff members that they should not approach the pupil/student's family or those with influence in the community, without the express consent of the pupil/student, as this will alert them to the concerns and may place the pupil/student in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupil/students.

If a pupil/student is being forced to marry, or is fearful of being forced to, the school/college will be especially vigilant for signs of mental health disorders and self-harm. The pupil/student will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school/college will use existing national and local protocols for multi-agency liaison with police and children's social care.

The school/college will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

The school/college will establish where possible whether pupil/students at risk of forced marriage have a dual nationality or two passports.

The school/college will aim to create an open environment where pupil/students feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

The school/college will take a whole school/college approach towards educating on forced marriage in the school/college curriculum and environment – in particular, the school/college's RSHE curriculum will incorporate teaching about the signs of forced marriage and how to obtain

help. Appropriate materials and sources of further support will be signposted to pupil/students. Pupil/students will be encouraged to access appropriate advice, information and support.

Teachers and other staff members will be educated through CPD about the issues surrounding forced marriage and the signs to look out for.

### 3.16 Modern Slavery

For the purposes of this policy, “**modern slavery**” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil/student may be the victim of modern slavery. Staff will also be aware of the processes of referral to the DSL and Head Teacher who will be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism

### 3.17 Pupil/students with family members in prison

Pupil/students with a family member in prison will be offered pastoral support as necessary. They will receive a copy of [‘Are you a young person with a family member in prison?’](#) from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

### 3.18 Pupil/students required to give evidence in court

Pupil/students required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupil/students will be provided with the booklet [‘Going to Court and being a witness’](#) from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

## 4. ROLES AND RESPONSIBILITIES

- 4.1 It is the responsibility of **every** member of staff, volunteer and regular visitor to our academies to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils/students at the academies. This includes the responsibility to provide a safe environment in which children/young people can learn. All staff must be aware that a pupil/student may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- 4.2 Under the Trust’s Scheme of Delegation, the Governor Safeguarding Panel is responsible for ensuring the effectiveness of this policy and compliance with it and will report to the Trustees who are accountable for the policy across the Trust. Each school/college within the trust has a nominated governor who champions safeguarding

within the academy, attends the governor safeguarding panel and reviews compliance and effectiveness.

4.3 The Governor Safeguarding Panel will ensure that:

- The safeguarding policy is in place and is reviewed annually for approval by the Trustees. The policy is available publicly via our academy websites and has been written in line with '[Keeping Children Safe in Education](#)', Local Authority advice and the requirements of the Rotherham Local Safeguarding Children Board policies and procedures;
- The academies contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2018); this means working with social care, the police, health services and other services to promote the welfare of children/young people and protect them from harm.
- The academies contribute to multi-agency plans to provide additional support to those children/young people subject to child protection plans. This will mean that we will allow access to children's social care should they need to conduct a section 17 or a section 47 assessment (see chapter 1 of Working Together to Safeguard Children 2018 for more information on these assessments)
- The academies have due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.
- The academies have due regard to the **mandatory** reporting duty, which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
- In each academy, a member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and there is a named deputy member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of '[Keeping Children Safe in Education](#)' and the staff code of conduct;
- New members of staff take part in induction training, as this is mandatory and will include having an understanding of:
  - the child protection policy;
  - the school/college's behaviour policy;
  - the staff behaviour policy (sometimes called a code of conduct);
  - the safeguarding response to children who go missing from education;
  - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least



annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- Our governing bodies will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our academies. Training for Governors to support them in their safeguarding role is available from Governor Development Service or other local training providers.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with Part Four of '[Keeping Children Safe in Education](#)' and local authority/LSCP guidance;
- Safer recruitment practices are followed in accordance with the requirements of '[Keeping Children Safe in Education 2022](#)') see the HR Recruitment Policy Statement and Procedures.

They remedy, without delay, any weakness in regard to our safeguarding arrangements that are brought to their attention.

- 4.4 The Governors Safeguarding Panel will receive safeguarding reports at each meeting and, in addition, they will receive an 'Annual Report on the effectiveness of arrangements for safeguarding' (see Appendix 4) that will record the training that has taken place, the number of staff attending and any outstanding training requirements for each academy. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils/students.

**Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.**

- 4.5 **The Headteacher, Principal or Head of School** at each academy are responsible for:
- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
  - Identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
  - Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
  - Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.
  - Ensuring the academies are aware of and will follow the local safeguarding arrangements.

## 4.6 The Designated Safeguarding Lead

The Designated Safeguarding Lead is responsible for safeguarding and child protection at their academy. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school/college staff or any others from outside the school/college;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents;
- ensure that child protection information is transferred to the pupil/student's new school/college; and
- be aware of pupil/students who have a social worker\*

The Designated Safeguarding Leads (DSLs) and Deputy DSLs will carry out their role in accordance with the responsibilities outlined in Annex B of '[Keeping Children Safe in Education](#)'. The DSLs and the Deputy DSLs will undergo training to provide them with the knowledge and skills required to carry out their role; this training will be updated every two years. In addition to their formal training, the DSLs and Deputy DSLs will update their knowledge at regular intervals (at least annually) via e-bulletins, meeting other designated safeguarding leads etc.

The DSLs and Deputies should help promote educational outcomes' by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.

- 4.7 The DSLs and Deputies will liaise with and make referrals to Children's Social Care and other agencies where necessary, take part in strategy discussions and other multi agency meetings and contribute to the assessment of children, including Early Help assessments.
- 4.8 The DSLs, Deputies and all other members of the Child Protection Teams will maintain detailed, accurate written records of concerns and referrals ensuring that they are kept confidential and stored securely.
- 4.9 When a child/young person (pre-age 18) leaves one of our academies, the DSL or Deputy will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school/college in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school/college and/or evidence of recorded delivery.
- 4.10 The DSLs are responsible for ensuring that all staff members and volunteers are aware

of our policy and the procedure they need to follow. They will ensure that all staff, third party workers, trainees, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by '[Keeping Children Safe in Education](#)') and the Rotherham Local Safeguarding Children's Board.

A training pack can be obtained by contacting [CYPSSafeguardingBoard@rotherham.gov.uk](mailto:CYPSSafeguardingBoard@rotherham.gov.uk)

## 5. PROCEDURES FOR MANAGING CONCERNS

- 5.1 Inspire Trust adheres to child protection procedures that have been agreed locally through the new Safeguarding Partnership. The three local safeguarding partners that have established arrangements to work together with all appropriate agencies are;
- Local Authority
  - Clinical Commissioning Group
  - The Chief Police Officer
- 5.2 It is *not* the responsibility of academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- 5.3 The Designated Safeguarding Leads (DSLs) and all other members of the Child Protection Teams should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our Trust. Any member of staff or visitor to one of our academies who receives a disclosure of abuse or suspects that a child/young person is at risk of harm must report it immediately to the DSLs or, if unavailable, to the Deputy DSLs. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.
- 5.4 If a child is in **immediate danger or risk of harm**, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL or Deputy, they should be informed as soon as possible afterwards that a referral has been made by someone else.
- 5.5 **All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed reporting procedure in the academy.** At all our academies this is via CPOMS.
- 5.6 Following receipt of any information raising concern, the DSL or Deputy will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) Team as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

- 5.7 All referrals will be made in line with Rotherham Local Safeguarding Children's Board procedures – Chapter 1 'Referring Safeguarding Concerns about Children' [www.rotherhamscbproceduresonline.com/index.htm](http://www.rotherhamscbproceduresonline.com/index.htm)
- 5.8 If, after a referral, the child's/young person's situation does not appear to be improving, we will consider following the Rotherham LSCP escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's/young person's situation improves.
- 5.9 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police if the situation is an emergency and the DSL, their Deputy and the Headteacher/Head of School/Principal are all unavailable and they are convinced that a direct report is the only way to ensure the pupil's/student's safety.
- 5.10 Any member of staff who does not feel that concerns about a child/young person have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher/Head of School/Principal or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact the Safeguarding Children's Unit directly with their concerns.
- 5.11 Where there are concerns about the way that safeguarding is carried out in the Trust, staff should refer to our Whistleblowing Policy (see policy on each Academy website). A whistleblowing disclosure must be about something that affects the general public such as:
- a criminal offence has been committed, is being committed or is likely to be committed
  - a legal obligation has been breached
  - there has been a miscarriage of justice
  - the health or safety of any individual has been endangered
  - the environment has been damaged
  - information about any of the above has been concealed.

## **6. WORKING WITH PARENTS AND CARERS**

- 6.1 Inspire Trust is committed to working in partnership with parents/carers to safeguard and promote the welfare of children/young people and to support them to understand our statutory responsibilities in this area.
- 6.2 When new pupils/students join one of our academies, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the academy websites. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

- 6.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless we have consent or it is necessary to do so in order to safeguard a child/young person from harm. Our responsibility is to promote the protection and welfare of all children/young people and our aim is to achieve this in partnership with our parents/carers.
- 6.4 We will seek to share with parents/carers any concerns we may have about their child *unless* to do so may place a child/young person at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the academy has about a child/young person will not prevent the DSL, or other member of the Child Protection Team, making a referral to MASH in those circumstances where it is appropriate to do so.
- 6.5 In order to keep children/young people safe and provide appropriate care for them, the academies require parents to provide accurate and up to date information regarding:
- Full names and contact details of all adults with whom the child normally lives;
  - Full names and contact details of all persons with parental responsibility (if different from above);
  - Emergency contact details – at least two in order to be able to make contact with a responsible adult should a concern arise i.e. illness, not being collected at the end of the school/college day, a child/young person going missing or a safeguarding concern.
  - Full details of any other adult authorised by the parent to collect the child from school/college (if different from the above). This does not apply at TRC.

The academies will retain this information on the pupil/student file. The academies will only share information about pupils/students with adults who have parental responsibility for a pupil/student or where a parent has given permission and the school/college has been supplied with the adult's full details in writing. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children/young people safe.

## 7. SAFER RECRUITMENT

7.1 At all times the Headteacher/Head of School/Principal and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of Part Three of '*Keeping Children Safe in Education*'. We have written recruitment and selection policies and procedures in place and we always ensure that at least one member of every interview panel, when recruiting new staff, has completed safer recruitment training (as per the School/college Staffing (England) Regulations 2009).

We will take advice from Rotherham LSCP about safe recruitment training opportunities to ensure that we keep up to date with any changes to guidance, policy and procedures

7.2 At Inspire Trust, we will use the recruitment and selection process to deter and reject

unsuitable candidates. Part Three of '[Keeping Children Safe in Education](#)' describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the school/college. We will always act reasonably when making decisions about the suitability of any prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service), barred list checks and prohibition checks.

7.3 We will maintain a Single Central Register of all safer recruitment/pre-appointment checks carried out in line with statutory requirements. The Single Central Record will contain information on all staff members on the following:

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- A section 128 check (for management positions in independent schools (including free schools and academies))
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records etc.

Please note: For all external appointments and in line with the advice given in Keeping Children Safe in Education, 2022. The PA/HR Officer (or another person not part of the interview panel) will conduct an online search (including social media) for any reference to all shortlisted candidates. Any information gleaned that requires further questioning for safeguarding reasons, will be added to the standard safeguarding questions at the end of the formal interview process.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

#### **7.4 STAFF CONDUCT AND THE USE OF 'REASONABLE FORCE'**

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children/young people. There are circumstances, however, when it is appropriate for staff in our academies to use 'reasonable force' to safeguard children and young people.

7.5 'Reasonable Force' covers the broad range of actions used by our staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. Staff in our school/college will be trained in how to use reasonable force and a list of those who have been trained will be kept by the Headteacher/Head of School/Principal.

## 8. MANAGING ALLEGATIONS AGAINST STAFF, INCLUDING SUPPLY TEACHERS AND VOLUNTEERS

8.1 Our aim is to provide a safe and supportive environment, which secures the wellbeing and very best outcomes for the children/young people at our academies. We do recognise that sometimes the behaviour of adults may lead to concerns being raised about their behaviour or an allegation of abuse being made.

8.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children/young people. It is an allegation if the person\* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school/college).

Allegations should be reported to the LADO 'without delay'.

(\*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

8.3 We will take all possible steps to safeguard our children/young people and to ensure that the adults in our school/college are safe to work with children/young people. We will always ensure that the procedures outlined in *Rotherham Local Safeguarding Children Partnership Child Protection Procedures: Chapter 5.2* and Part 4 of the statutory guidance '[Keeping Children Safe in Education](#)', are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO is a statutory post appointed by the Local Authority who is responsible for co-ordinating the response to concerns that an adult who works with children/young people may have caused or could cause harm to children/young people.

8.4 If an allegation is made or information is received about an adult who works in our setting, including supply and agency staff, which indicates that they may be unsuitable to work with children/young people, the member of staff receiving the information should inform the Headteacher/Head of School/Principal immediately. This would also include where relationships and 'associations' that staff have in an academy and outside (including online) may have an implication for the safeguarding of children /young people in our academy. Should an allegation be made against the Headteacher/Head of School/Principal, this will be reported to the Chair of Trust.

8.5 The Headteacher/Head of School/Principal or Chair of Trust will seek advice from the LADO within one working day and will ensure that we take part in further information gathering, discussions and allegation meetings as required by the LADO. Before contacting the LADO, the school/college should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not

to jeopardise any future police investigation. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

- 8.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher/Head of School/Principal or Chair of Trust should contact the LADO via MASH on 01709 336080.
- 8.7 Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome as outline in Part 4 of the statutory guidance ['Keeping Children Safe in Education'](#),
- 8.8 The Trust has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child/young person, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at one of our academies, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. If this should happen, we will ensure that at the conclusion of a case we will review our procedures or practice to help prevent similar events happening in the future.

Further information is also available in Chapters 5.1, 5.2 and 5.3 of the Rotherham LSCP online child protection procedures:

### 8.9 Low-Level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person\* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

The staff code of conduct and whistleblowing policies is clear about what low-level concerns are and why it is important that such concerns are shared

If the concern has been raised via a third party, the headteacher/principal should collect as much evidence as possible by speaking:

- Directly to the person who raised the concern, unless it has been raised



anonymously;

- To the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name\* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(\* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. The information will be retained at least until the individual leaves the Trust.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

[www.rotherhamscbproceduresonline.com/index.htm](http://www.rotherhamscbproceduresonline.com/index.htm)

## 9. VISITING SPEAKERS

- 9.1 On occasion, the Trust may invite speakers from our wider community to give talks to enrich our students' experience, providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience.

Our responsibility to our students and parents/carers is to ensure that the information presented to students is in line with the ethos and values of the Trust, the rule of law, individual liberty, mutual respect and tolerance of those with

different faiths and beliefs (referred to as “British Values”).

- 9.2 Thomas Rotherham College provide their own TRC Outside Speaker Policy which covers guidance for a post 16 setting. The Visiting Speaker guidance contained within the Safeguarding Policy should be referred to in conjunction the TRC Outside Speaker Policy for their setting.
- 9.3 The following protocols set out by the Trust demonstrate our expectations in relation to visiting speakers and their obligations to the schools and colleges within the Trust:
- All visiting speakers must have a nominated point of contact at the school/college. This will likely be the person confirming the booking of a visiting speaker.
  - The nominated contact will carry out research on the person/organisation to establish whether they have demonstrated extreme views/actions.
  - The Trust can refuse to allow people/organisations to use school premises if it is suspected or proven that they have links to extreme groups or movements.
  - A Register of all visiting speakers will be kept. Any information gathered will be kept in accordance with the Trust Data Protection Policy.
  - Visiting speakers will provide photo ID upon arrival at school/college and will be accompanied at all times and not be left unsupervised with students at any point.
- 9.4 The Trust reserves the right to check and approve any material used by a visiting speaker (written or spoken) prior to arrival to ensure:
- That material is in line with the ethos and values of the Trust.
  - That material does not contain any extreme views.
  - That material is age appropriate.

Trust staff have the right and responsibility to interrupt and/or stop a presentation, should it not meet the criteria outlined above.

## **10. RELEVANT POLICIES AND TRAINING**

- 10.1 All staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children/young people effectively.
- 10.2 To underpin the values and ethos of our Trust and our intent to ensure that pupils/students at our academies are appropriately safeguarded the following policies and records are also included under our safeguarding umbrella:
- Allegations of Abuse against Staff, Policy Statement and Trust Procedures
  - Anti-Bullying Policy and Expectations
  - Attendance/ Punctuality and Expectations
  - Positive Behaviour Policy
  - Children missing from education

- Children in Public Care (Children Looked after)
- Complaints Policy – TRUST
- Dignity at Work (Staff)
- Dignity at College (Students)
- Drugs, Alcohol and Substance Misuse Policy (Pupil/students) OHS & SJS
- Educational Visits Policy
- Educational visits including overnight stays
- Equality Policy Statement (and
- Equality Public Sector Duties statement for publication
- First Aid Policy, Procedure and Risk
- Assessment TRUST Freedom of Information Policy
- Freedom of Expression and Visiting Speaker Policy TRC
- Health and Safety including site security Intimate Care
- Meeting the needs of pupil/students with medical conditions
- Medical Conditions and Medicines Storage
- Online Safety – TRUST
- Positive Handling Policy / Use of Force
- Risk Assessments – mobility, Care Plan
- Safeguarding Statement on school/college website
- Relationships Education, Relationships and Sex Education and Health Education Policy
- Safer Recruitment Policy
- Single Central Register
- Staff Recruitment Policy - Trust
- Staff Code of Conduct
- Staff Disciplinary Policy
- Staff Grievance Policy
- Staff Supervision Support
- Violence against Staff at Work Policy
- Visitors and other approved Workers Policy
- Confidential Reporting / Whistleblowing TRUST

## 10. STATUTORY FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

### Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)

- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

### **Statutory guidance**

- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2022) '[Keeping Children Safe in Education](#)'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2022) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

### **Non-statutory guidance**

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'

- DfE (2018) 'Information sharing'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2022) 'Recruit teachers from overseas'

[www.rotherham.gov.uk/safeguarding](http://www.rotherham.gov.uk/safeguarding)  
[www.rotherhamschoolproceduresonline.com/index.htm](http://www.rotherhamschoolproceduresonline.com/index.htm)

## Appendix1 – CPOMS (User guide: Login and adding an incident.)

<https://oakwoodhigh.cpoms.net> <https://sitwell.cpoms.net>  
<https://thomasrotherham.cpoms.net>

CPOMS Website servicepoint@meritec.co.uk  
It is your responsibility to logout and protect the security of student information.

Oakwood High School Login Reset Password

### Login

Email Address

Password

MeriLock Key

Insert your MeriLock Key into your computer, click inside this field and press the button on your MeriLock Key.

[Forgotten your password?](#)

Login using school email.

Password: Must have a capital letter, number and be at least eight characters long.

## Appendix 2 - Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers

### VISITORS AND OTHER APPROVED WORKERS GUIDANCE

We welcome visitors and other approved workers to all our academies. We will act to ensure they remain a safe place for pupils/students, staff and other members of our Community. Our academies are inclusive and welcome and respect all visitors equally.

At Oakwood High School, we have published statements of expectation of our pupils (displayed in each classroom) and our staff (displayed in the staffroom). At Sitwell Junior School, we have the Sitwell Promise, outlining the expectation of our pupils and our staff. At TRC, the TRC Six (expectations of our students) is widely displayed across all learning and study areas.

We have expectations of our visitors and other approved workers which have been developed to ensure that:

- All users of our academies are safe (pupils/students, staff, other workers, visitors, etc.)
  - All who use our academies know what is expected of them whilst on site.
- All who use our academies know what to do in unexpected circumstances.

### EXPECTATIONS OF VISITORS AND OTHER APPROVED WORKERS (Including Safeguarding and Health and Safety)

- Please provide identification when requested
- Sign in at Reception and **wear the badge/identification sticker issued to you at all times** (please ensure that it is visible during your visit - it helps to confirm to users of the academies that you have a right to be here)
- Observe Health and Safety Legislation and the Safety Requirements of the academies.
- Stay with the member of staff that you are visiting – they will guide you and provide you with what you need to make your visit safe, enjoyable and successful
- Follow any direction given to you by the person you are visiting (in an emergency you will be given clear instructions regarding evacuation - please follow these) ● Do not act in any way that could cause injury to yourself or others.
- Please ensure that you only access areas of the academy/campus in the company of the member of staff you are visiting. You must not enter any teaching area, or area where children/young people are without your host
- Please do not be upset if you are asked for ID, we are protecting our pupils/students, staff and you

academy buildings or the grounds of Oakwood and Sitwell academies. TRC has a designated smoking area on site.

- Please do not use your mobile phone or other electronic equipment except in staff only areas
- The academy cannot be held responsible for any loss or damage to vehicles and /or possessions whilst using or visiting the premises
- Please ensure that you sign out and hand in your badge at the end of your visit.

## **EXPECTATIONS OF OTHER APPROVED WORKERS (Including agency staff, specialist staff, IIT Trainees, Governor's and Volunteers)**

All approved other workers must provide written confirmation of safeguarding checks prior to working with our pupils/students. Only people on our Approved Other Workers list will be given access to our academies.

Initial Teacher Training (ITT/GTP) placements or teaching work experience can only be provided via the approved schemes; see Sam Hartley or Hayley Thrall for details at Oakwood High School. Ian Scotson at TRC, Julie Parkin at Winterhill School and Thomas Snow or Christine Hoyland for details at Sitwell Junior School. Volunteers must complete the volunteer process (see below). All types of approved other workers **must provide photo ID** when signing in at reception at the start of their work. Please note that no agency worker or specialist from other organisations will be allowed access to the academies without providing photo identify (valid passport or photo driving licence). Academies will not accept liability for payment of assignments not carried out due to a failure on the part of the worker to produce photo identification.

Agency Cover Staff will be given details of lessons and a register by the Cover Coordinator at Oakwood High School, Lead Coversupervisor at Winterhill School and a cover of the register on Arbor at Sitwell Junior School. At TRC the Head of Faculty will discuss the cover required and organise access to on-line registers. The register is a legal document and you must complete this and submit it. Pupils/students must only be let out of class for valid reasons and at Oakwood High School must be given an 'Out of Class' pass, you must retrieve this from the pupil/student on their return. At Oakwood High School, the Pupil Behaviour Policy is displayed on all classroom walls and at Sitwell Junior School, on the notice board in the staffroom – please read this. At Winterhill School students must be given a 'staff pass', this must be returned to staff on student return, at Winterhill School the Behaviour Policy can be found on the school website and Staff Drive.

### **Oakwood High School**

Oakwood High School operates a buddy system, this is outlined below to help and support you in your work here:

If a situation arises that is not resolved via normal teaching and behaviour management techniques and you need help, please use the following:

1. Ask for help and support from the teacher next door
2. Send a pupil (or two pupils) next door for help the end of the session.
3. You may also be required to complete the relevant school form (Incident, Positive Handling,



Accident etc.)

4. Cover Staff and other approved teachers working with individuals or groups must escort their groups / pupil to the top field in the event of a fire or evacuation alarm being sounded  
– please follow the green evacuation signs to the nearest exit.

In addition to the above; if you have concerns about something that happens in a lesson (or concerns about an individual pupil) please speak with the cover coordinator.

Oakwood High School has an active **Positive Handling** procedure. Making physical contact with a pupil for whatever reason is always a last resort. However, if you feel that the pupil, other pupils or yourself are in danger and other de-escalation strategies have not worked (or are not appropriate) and you are a qualified teacher, you can make contact with a child to stop any harm. However, you **must**, report all incidents of contact to the cover coordinator **immediately**, who will take you through the procedure for reporting.

## TRC

If a situation arises that is not resolved via normal teaching and behaviour management techniques and you need help, or if your safety/the safety of others is threatened, please use the following:

- 1 Ask for help from a teacher or colleague close by
- 2 Send a student directly to reception or dial 0 on any internal telephone. Reception will alert security or senior staff who will attend.
- 3 When the issue has been resolved, update/inform your Head of Faculty at the earliest opportunity
- 4 In the event of a fire, follow the green evacuation signs to the nearest exit.

The Trust has an active **Safeguarding Children Policy**. If a child/young person approaches you please do not promise confidentiality. If the child/young person then either shares or does not share the confidence with you please inform the Safeguarding Team (see page one of this policy) or another member of staff **immediately**, they will alert the Academy Child Protection Officers/Safeguarding Team.

## Winterhill School

If a situation arises that is not resolved via normal teaching and behaviour management techniques and you need help, or if your safety/the safety of others is threatened, please use the following:

- 1) Ask for support form a colleague close by.
- 2) Use the on call button on BromCom
- 3) Send a student to the classroom next door to request support.
- 4) When the issue has been resolved, update/inform your Curriculum leader and thew Strategic Pastoral Team at the earliest opportunity.
- 5) Complete an 'incident form'

## VOLUNTEERS

We welcome volunteers at all our academies and hope to provide them with a suitable and rewarding experience. Volunteers must complete a 'Volunteer Form' and submit relevant documents to allow safeguarding checks to take place prior to working in the academies. They are also subject to Safeguarding Procedures.

Young volunteers (under 18) are required to complete a 'Work Placement Form' available from HR/Reception. Volunteers must comply with the guidance for visitors stated above.

### **Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.**

We all have a statutory duty to safeguard and promote the welfare of children/young people, and at our academies we take this responsibility seriously.

If you have any concerns about a child or young person in our academies, you must share this information immediately with our Designated Safeguarding Lead or a member of the Child Protection/Safeguarding team.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

**If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from reception. Please ensure you complete all sections as described.**

**If you are unable to locate them, ask a member of the school office or TRC reception staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.**

Any allegation concerning a member of staff, a child / young person's foster carer or a volunteer should be reported immediately to the Headteacher / Principal. If an allegation is made about the Headteacher / Principal you should pass this information to the Chair of the Trust. Alternatively, you can contact the Local Authority Designated Officer on 01709 334186 or Duty Worker on 01709 823914

The people you should talk to in our academies are:

#### **Oakwood High School**

Designated Safeguarding Lead and  
Assistant Headteacher

#### **Name**

Donna Tank

#### **Contact Details**

01709 539614 (Internal  
callers dial ext 2069)

[childprotection@oakwood.ac](mailto:childprotection@oakwood.ac)

[d.tank@oakwood.ac](mailto:d.tank@oakwood.ac)

Child Protection Officer and Designated Teacher for Looked After Children and Deputy Designated Safeguarding Lead	Eileen Ronan	01709 539654 (Internal callers dial ext 2054) <a href="mailto:childprotection@oakwood.ac">childprotection@oakwood.ac</a> <a href="mailto:e.ronan@oakwood.ac">e.ronan@oakwood.ac</a>
Teacher for Looked After Children and Deputy Designated Safeguarding Lead	Louise Grice	01709 539636 (internal callers 2061) <a href="mailto:childprotection@oakwood.ac">childprotection@oakwood.ac</a> <a href="mailto:l.grice@oakwood.ac">l.grice@oakwood.ac</a>
Deputy Designated Safeguarding Lead	Simon Willey	01709 539263 (internal callers dial ext 2063) <a href="mailto:childprotection@oakwood.ac">childprotection@oakwood.ac</a> <a href="mailto:s.willey@oakwood.ac">s.willey@oakwood.ac</a>
Deputy Designated Safeguarding Lead	Anna Mitchell	01709 539263 (internal callers dial ext 2036) <a href="mailto:childprotection@oakwood.ac">childprotection@oakwood.ac</a> <a href="mailto:a.mitchell@oakwood.ac">a.mitchell@oakwood.ac</a>
Deputy Designated Safeguarding Lead	Katie Riordan	01709 539263 (internal callers dial ext 2066) <a href="mailto:childprotection@oakwood.ac">childprotection@oakwood.ac</a> <a href="mailto:k.riordan@oakwood.ac">k.riordan@oakwood.ac</a>
Named Safeguarding Governor	Alexandra Dudson	c/o <a href="mailto:childprotection@oakwood.ac">childprotection@oakwood.ac</a>
Chair of Trust	Paul Jagger	<a href="mailto:p.jagger@inspiretrust.uk">p.jagger@inspiretrust.uk</a>

### Sitwell Junior School

	Name	Contact Details
Designated Safeguarding Lead and Headteacher	Jennifer Dawson	<a href="mailto:j.dawson@sitwelljunior.uk">j.dawson@sitwelljunior.uk</a> 01709 531867
Deputy Designated Safeguarding Lead	Sarah Walker	<a href="mailto:s.walker@sitwelljunior.uk">s.walker@sitwelljunior.uk</a> 01709 531867
Designated Teacher for Looked After Children	Sarah Walker	<a href="mailto:s.walker@sitwelljunior.uk">s.walker@sitwelljunior.uk</a> 01709 531867
Named Safeguarding Governor	Tracey Leeson	<a href="mailto:t.leeson@inspiretrust.uk">t.leeson@inspiretrust.uk</a>
Chair of Trust	Paul Jagger	<a href="mailto:p.jagger@inspiretrust.uk">p.jagger@inspiretrust.uk</a>

### Thomas Rotherham College

	Name	Contact Details
Designated Safeguarding Lead	Andy Amery	01709 300707 <a href="mailto:a.amery@trc.ac.uk">a.amery@trc.ac.uk</a>
Deputy Designated Safeguarding Lead	Louisa Kelly	01709 300686 <a href="mailto:l.kelly@trc.ac.uk">l.kelly@trc.ac.uk</a>
Named Safeguarding Governor	<b>Mark Moody</b>	<a href="mailto:m.moody@inspiretrust.uk">m.moody@inspiretrust.uk</a>
Chair of Trust	Paul Jagger	<a href="mailto:p.jagger@inspiretrust.uk">p.jagger@inspiretrust.uk</a>

**Winterhill School**

Designated safeguarding lead

Deputy Designated Safeguarding Lead

Designated Teacher for Looked After Children.

Named safeguarding Governor

**Name**

Annie Wiseman

Steve Rhodes  
Andrew Reeder

Heidi Cooper

Lauren Nixon

**Contact Details**

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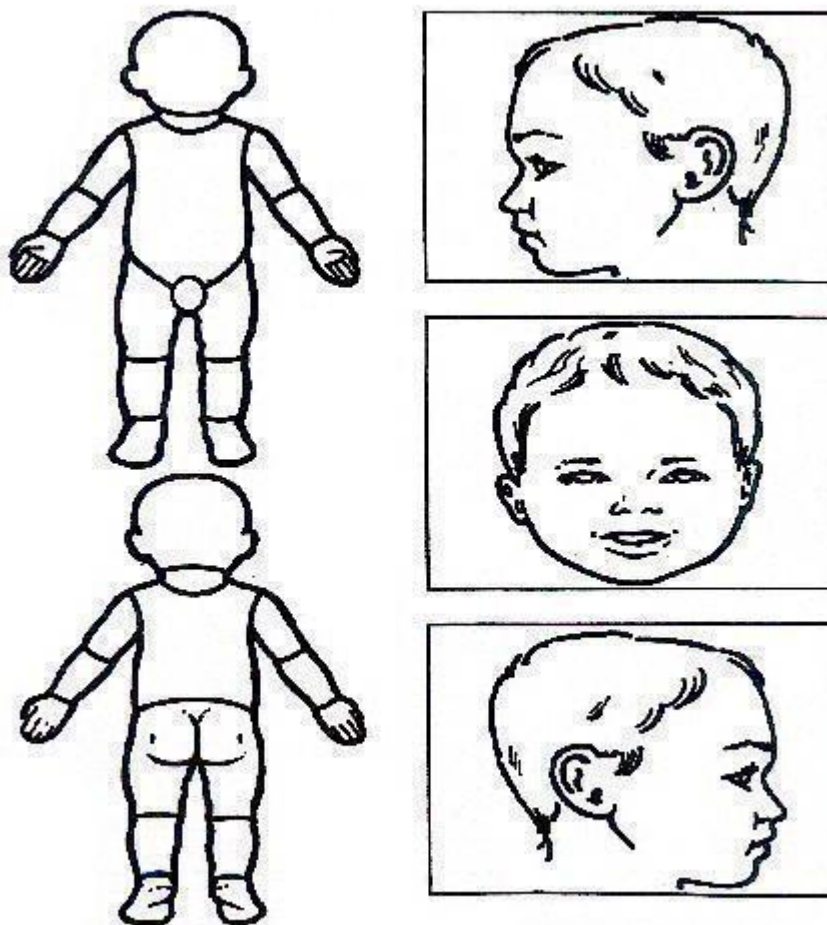
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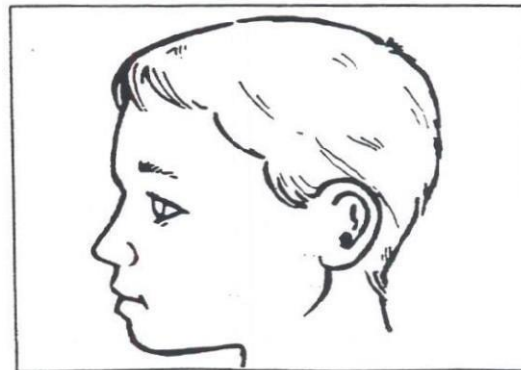
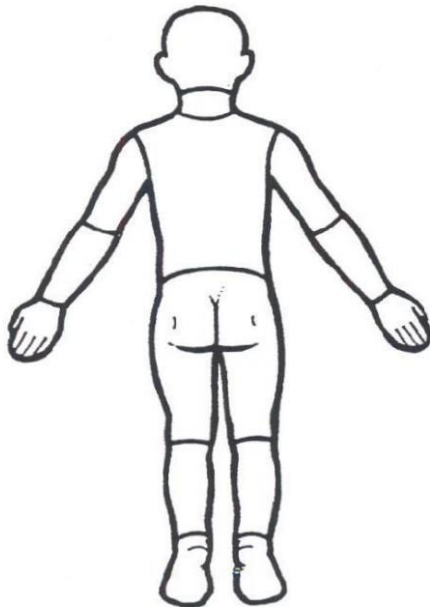
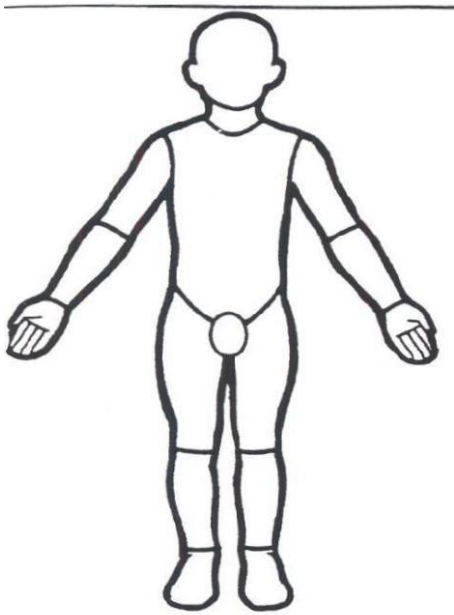
[laurenixon@barnsley.gov.uk](mailto:laurenixon@barnsley.gov.uk)

**At Inspire Trust we strive to safeguard and promote the welfare of all of our children and young people**

**Appendix 3 – Body Map**

Young Child





**Appendix 4 - Annual Report to the Governor Safeguarding Panel on the effectiveness of arrangements to Safeguarding Children**

**This document provides a report that enables the Trust to monitor compliance with the Education Act 2002 Section 175 and Keeping Children Safe in Education (DfE) 2022, and to identify areas for improvement.**

**Name of Academy:** .....

**Date:** .....

**Report is for the academic year:** .....

Report author .....

Name of Head Teacher/Principal .....

Name of Designated Safeguarding Lead.....

Deputy Designated Safeguarding Lead) .....

Name of Chair of Trust .....

Name of Nominated Safeguarding Governor .....

## WHOLE ACADEMY SAFEGUARDING ISSUES:

### 1. Summary of safeguarding training undertaken by academy staff

- Designated safeguarding lead must undertake Core Group 3 training every 2 years.
- *Teaching and other staff should have Group 2 training updated every 3 years (this would be a cascade package delivered by the DSL)*
- *It is recommended that Designated Safeguarding Governors attend the Rotherham Governors safeguarding workshop every 2 years.*

<b>Safeguarding Team</b>	<b>Date of Training</b>	<b>Name of Learning Event</b>	<b>Course Provider</b>
DSL			
Deputy DSL			
Head Teacher/Principal			
Nominated Safeguarding Governor			
<b>Other Staff</b>			
Teaching staff			
Teaching assistants/CLASS support staff			
Lunchtime supervisors			
Catering staff			
Administrative staff			
Technicians			
Volunteers			
Cleaning/Site staff			
Third Party Workers; Contracted Staff (catering, cleaning), Agency, ITT's and other workers.			

**2. Safeguarding Induction and Training of new staff, including School/college Safeguarding Policies and Procedures**

Role	Number	Date of safeguarding induction	Safeguarding induction, including policies and procedures given (yes/no)	Date of safeguarding children training
Teachers				
Support Staff				
Volunteers				

**3. Use of Force Training**

Role	Number	Date of Use of Force Training	Use of Force Training including policies and procedures given (yes/no)
Teachers			
Support Staff			
Volunteers			

**4. Safer Recruitment training undertaken and completed by at least one member of the recruitment panel:**

Headteacher/Principal: \_\_\_\_\_ Date: \_\_\_\_\_

SLT: \_\_\_\_\_ Date: \_\_\_\_\_

Governor \_\_\_\_\_ Date: \_\_\_\_\_

: \_\_\_\_\_

Governor \_\_\_\_\_ Date: \_\_\_\_\_

: \_\_\_\_\_

Governor \_\_\_\_\_ Date: \_\_\_\_\_

: \_\_\_\_\_

Other: \_\_\_\_\_ Date: \_\_\_\_\_



## 5. Single Central Register (electronic)

All evidentiary documents and records are input to the Trust HR system; this generates the Single Central Register. All Safer Recruitment checks are documented in the HR Recruitment Policy Statement and Procedures. The Single Central Register can be accessed via:

Oakwood High School: Faustina Challans  
Sitwell Junior School: Katie Holland  
Thomas Rotherham College: Gail Jones

Single Central Register Checked by: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## 6. Safety Report Review: First

- Aid
- Positive Handling
- Accidents to Staff/ Pupil/students
- Violence to Staff

## 7. Is a record maintained to evidence that all staff/volunteers have been made aware of the safeguarding policies and how to access them? Yes / No

Who is responsible for maintaining that record?

Name..... Role.....

## 8. Has the Safeguarding Children Annual Self Audit been completed for this academic year? Yes / No

Who was involved in the completion of the Audit?

Name..... Role.....

Name..... Role.....

Name..... Role.....

## 9. INDIVIDUAL CASEWORK SAFEGUARDING ISSUES:

***NB: due to the sensitive nature of safeguarding information it is essential to maintain confidentiality, as the information shared in this report could lead to the identification of individuals. Governors should not have information about individual safeguarding cases, unless fulfilling disciplinary functions therefore names and specific circumstances cannot be shared.***

**10. Number of safeguarding referrals made to the MASH Team**

**Number of Children/young people subject to a Child Protection Plan throughout the academic year**

**School/college participation in child protection conference process**

<b>Number of child protection conferences attended</b>	<b>Number of reports submitted</b>	<b>Number of CPCs not attended</b>	<b>Number of core group meetings held</b>	<b>Number attended</b>	<b>Number not attended</b>
--	------------------------------------	------------------------------------	---	------------------------	----------------------------

**12. Total number of Looked After Children on role throughout the academic year**

.....

**13. Number of allegations made against staff**

.....

Were LADO procedures followed for all of these allegations?

Yes / No

**14. Other comments on safeguarding issues**

(You may wish to refer to your completed Safeguarding Children Annual Self Review Audit to inform your comments)

**Signed** \_\_\_\_\_

**Date**

**Title** \_\_\_\_\_

## Appendix 5 - When to make a referral to MASH

A referral should be made to MASH when:

- A child or young person makes a clear allegation of abuse;
- A child has been abandoned;
- Further concerns have arisen in relation to an open case to Children's Social Care;
- Concerns of significant harm have risen for a child receiving a service as a **Child in Need**;
- Further concerns have arisen of increased or additional risk to a child currently subject to a **Child Protection Plan**;
- A child sustains an injury and there is professional concern about how it was caused;
- There are any circumstances which suggest that a child is suffering or is likely to suffer **Significant Harm**;
- An unborn child may be at risk of significant harm – for more information see **Safeguarding Unborn and New-born Babies Procedure** and **Concealment and Denial of Pregnancy Procedure**;
- A non-mobile infant sustains any injury, however slight, **without an adequate accidental explanation**;
- A member of the public makes an allegation that someone has abused a child;
- Professional concern exists about abuse or neglect, despite no allegation being made;
- A child has been made the subject of an Emergency Protection Order or a **Police Protection Order**;
- Concerns have arisen for a child who is the subject of a **Supervision Order** or Care Order;
  - Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see **Practice Guidance: Significant Harm - The Impact of Abuse and Neglect** for more information;
- There are concerns that a child or young person is being sexually exploited - for more information see **Action Following Referral of Safeguarding Children Concerns Procedure, Child Sexual Exploitation (CSE)** and **Safeguarding Children and Young People from Sexual Exploitation Procedure**;

- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see [Safeguarding Children and Young People who go Missing from Home and Care](#);
- There are concerns a child may be harmed because of use of technology or social media – for more information see [E-Safety: Safeguarding Children Exposed to Harm through the Digital Media](#);
- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see [Individuals who Pose a Risk to Children Procedure](#);
- A child is being denied access to urgent or important [Medical Assessment](#) or services;
- There are suspicions that a child might be harmed because of fabricated or induced illness (see [Protocol for Safeguarding Children in Whom Illness is Fabricated or Induced](#);

A child is at risk of being subjected to illegal procedures, for example:

- [Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure](#);
- [Safeguarding Children and Young People from Forced Marriage Procedure](#);
- [Safeguarding Children and Young People from Honour Based Abuse Procedure](#);
- There are grounds for concern that a person may be a victim of human trafficking (see [Safeguarding Children who may have been Trafficked from Abroad Procedure](#) and [National Referral Mechanism: guidance for child first responders \(Home Office, August 2013\)](#)).
- A child is at risk or vulnerable to being drawn into terrorism - for more information see [Supporting Children and Young People Vulnerable to Violent Extremism Procedure](#);
- A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through [Domestic Abuse](#);
- A child is at risk of being harmed because of concerns about their parents' mental health see - [Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure](#);
- Either an adult or a child makes allegations of non-recent abuse, for more information see - [Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure](#).

For information about thresholds, see [Multi-Agency Threshold Descriptors](#).

**Please note this list is not exhaustive.**

## Appendix 6 - Definitions of abuse

### Physical Abuse:

For the purposes of this policy, “**physical abuse**” is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

### Emotional Abuse:

For the purposes of this policy, “**emotional abuse**” is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.

### Sexual Abuse:

For the purposes of this policy, “**sexual abuse**” is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

### Neglect:

For the purposes of this policy, “**neglect**” is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

### Useful Contact numbers and e-mail addresses/websites:

Local Authority Children’s Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services:

- 01709 336080

South Yorkshire Police non-emergency number – 101

In an emergency ring 999

Rotherham Safeguarding Children’s Unit (LADO/Duty Advice):

- 01709 823914

Rotherham Safeguarding Children Partnership–  
[CYP-SafeguardingBoard@rotherham.gov.uk](mailto:CYP-SafeguardingBoard@rotherham.gov.uk)

- 01709 254924

[www.rotherham.gov.uk/safeguarding](http://www.rotherham.gov.uk/safeguarding)

[www.rotherhamscbproceduresonline.com/index.htm](http://www.rotherhamscbproceduresonline.com/index.htm)

#### **National Helplines / Websites:**

NSPCC Confidential helpline – 0808 800 5000 [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Childline – 0800 1111 <https://www.thinkuknow.co.uk/>

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)

<http://www.saferinternet.org.uk/https://www.internetmatters.org/?gclid=CIm4ldHXl8wCFYdAGwodwhEM5q>

<https://www.pshe-association.org.uk/educateagainsthate.com>

<https://www.gov.uk/government/publications/the-use-of-social-media-for-onlineradicalisation>

# Appendix 7 - Sexual Violence and Harassment Procedures 2022-2023

## 1. Introduction

In December 2017, the Department for Education released advice; Sexual violence and sexual harassment (updated April 2021) to take into account the DfE and NSPCC focus on sexual harassment and sexual violence between children in schools and colleges – advice for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads.

The advice is to be read and referenced alongside Keeping Children Safe in Education September 2022. The focus is sexual violence and sexual harassment between children / young people at school and college, the guidance seeks to define the issues, minimise risks and what to do if an incident occurs/alleged to have occurred.

At the Trust we take our safeguarding responsibilities seriously, and alongside the safeguarding policy have the procedures for any instance / allegation of sexual violence and harassment in school / college.

## 2. Context

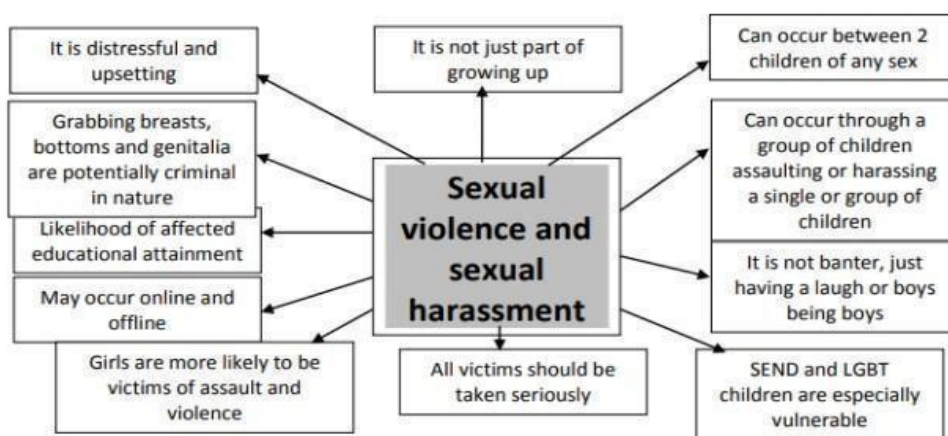
### Victims and alleged perpetrators

There are many different ways to describe children who have been subjected to sexual violence and/or sexual harassment and many ways to describe those who are alleged to have carried out any form of abuse.

For the purposes of this process, we use the term 'victim'. It is a widely recognised and understood term. The school / college recognises that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. Ultimately, the school / college is conscious of this when managing any incident and is prepared to use any term with which the individual child is most comfortable.

For the purpose of this process we use the term 'alleged perpetrator'. It is important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a different level of support to that which might be provided to an adult who is alleged to have abused a child.

## 3. What is sexual harassment and sexual violence?



## What is Sexual Harassment?

Unwanted conduct of a sexual nature that can occur online and offline. 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. 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 and displaying pictures, photos or drawings of a sexual nature;
- Online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.

## What is Sexual Violence?

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.

All incidents will be logged by staff at Sitwell Junior School, Oakwood High School and Thomas Rotherham College onto the CPOMS system and managed by the Child Protection and safeguarding teams.

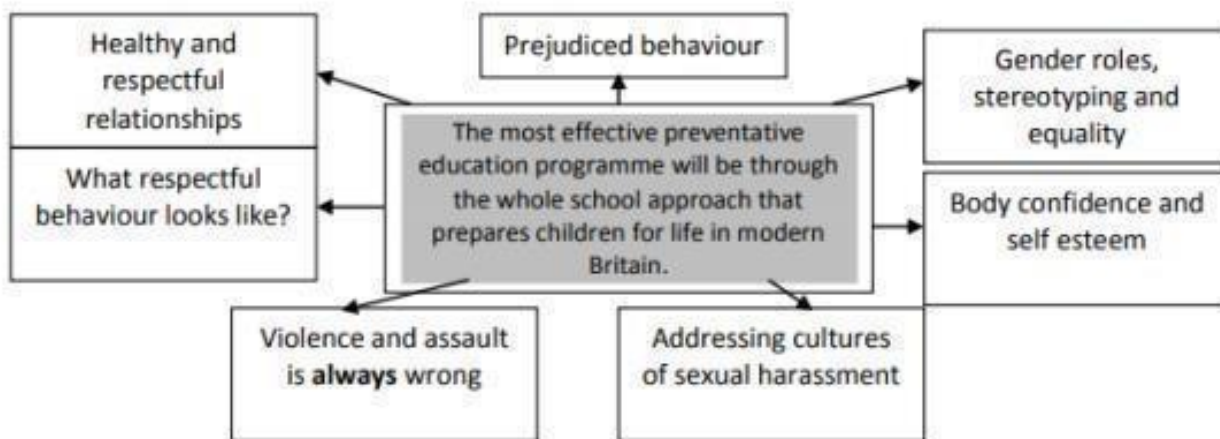
## 4. Responsibilities

The school / college has a statutory duty to safeguard and promote the welfare of the children attending the Trust's institutions (Sitwell Junior School, Oakwood High School and Thomas Rotherham College). As part of this duty, the school / college is required to have regard to guidance issued by the Secretary of State. All schools / colleges are required by law to have a behaviour policy and measures in place to prevent all forms of bullying, (located on the HR System in the Staff Handbook).

All maintained school/colleges must provide relationship education. The school/colleges recognises the important role it plays in preventative education. Children and students within Inspire Trust have an open forum to talk things through and all staff are aware of how to support children / young people and how to manage a disclosure.



## 5. Curriculum



## 6. Responding

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Some situations are clear:

- A child under the age of 13 can never consent to any sexual activity;
- The age of consent is 16;
- Sexual intercourse without consent is rape;
- Rape, assault by penetration and sexual assault are defined in law (as set out at paragraph 4); and
- Creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting or nudes / semi nudes). This includes children making and sharing sexual images and videos of themselves.

The school or college is not alone in dealing with sexual violence and sexual harassment; statutory partners such as Children's Services and the police may need to become involved in some cases. It is likely that any issues will extend beyond school / college.

Online issues and the use of various social media platforms can extend the impact of the abuse. This is also the case for children / young people using public transport and school / college transport; the school / college still has a duty to respond to all incidents they are made aware of even if the child has not reported directly, the school's / college's duty is to promote the welfare of children and young people remains the same i.e. that friends/peers have shared their concerns.

Children and young people are reassured that they are being taken seriously and will be supported and kept safe as far as is possible. A victim is never given the impression they are

creating a problem, nor are they made to feel ashamed for making a report. At Inspire Trust, we:

- Do not promise confidentiality;
- Inform the victim of the next steps;
- Support and respect;
- Are non-judgemental, and listen to what the child is saying to us;
- Do not use leading questions, only use open questions;
- Record the disclosure (devoting time to listen to what the child is saying, writing notes if it is appropriate);
- Only record the facts as the child / young person presents them;
- Do not have personal opinions;
- Inform the Designated Safeguarding Lead immediately.

When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school / college will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations.

The Designated Safeguarding Lead will consider the following:

- Parents or carers should normally be informed (unless this would put the victim at greater risk);
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger or has been harmed a referral should be made to children's social care;
- Rape, assault by penetration and sexual assaults are crimes. The starting point is that reports should be passed to the police.

**THE DESIGNATED SAFEGUARDING LEAD WILL MAKE A DECISION WHETHER TO CONTACT CHILDREN'S SERVICES AND THE POLICE. IF THE DESIGNATED SAFEGUARDING LEAD / CHILD PROTECTION OFFICER / HEADTEACHER / PRINCIPAL IS NOT AVAILABLE, IT IS YOUR RESPONSIBILITY TO CONTACT CHILDREN'S SERVICES AND / OR THE POLICE.**

**LEAVING SCHOOL / COLLEGE WITHOUT SHARING THE INFORMATION IS NOT AN OPTION.**

Where there has been a report of sexual violence the Designated Safeguarding Lead will make an immediate risk assessment factoring:

- The victim;
- The alleged perpetrator;
- Other children (and sometimes staff)

- Lessons where the victim and alleged perpetrator are together;
- Transport.

Risk assessments should be recorded and should be kept under review link.

## 7. Supporting children / young people through criminal cases

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the school / college is aware of anonymity, witness support and the criminal process in general so we can offer support and act appropriately. Further information for supporting children and young people can be located here

<https://www.cps.gov.uk/legal-guidance/safeguarding-children-victims-and-witnesses>

In addition to the legal protections, as a matter of effective safeguarding practice, the school / college will do all it reasonably can to protect the anonymity of any children / young people involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be in place for the children / young people involved. The school / college will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

## 8. Thresholds

In some cases of sexual harassment, for example one-off incidents, the school / college may take the view that the children / young people concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support. All concerns, discussions, decisions and reasons for decisions will be recorded.

The school / college may decide that the children / young people involved do not require statutory interventions but may benefit from 'Early Help'. Early help means providing support as soon as a problem emerges, at any point in a child's / young person's life. Providing early help is more effective in promoting the welfare of children / young people than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Where a child / young person has been harmed, is at risk of harm, or is in immediate danger the school / college will make a referral to local children's social care.

In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school / college (generally led by the Designated Safeguarding Lead or a deputy) will be prepared to refer again if we believe the child / young person remains in immediate danger or at risk of harm. If a statutory assessment is not

appropriate, the Designated Safeguarding Lead (or a deputy) will consider other support mechanisms such as early help, specialist support and pastoral support.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police.

If a child / young person is convicted or receives a caution for a sexual offence, the school / college will update its risk assessment, ensure relevant protections are in place for all the children / young people at the school / college and, if it has not already, consider any suitable action in light of the behaviour policy. If the perpetrator remains in the school /college with the victim, the school / college will be very clear as to its expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school / college thinks are reasonable and proportionate with regard to the perpetrator's timetable.

## 9. Ongoing responses

Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The school / college is aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator.

Inspire Trust institutions carefully considers the proportionality of the response. Support is tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name calling is likely to be vastly different from that for a report of rape.

Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. Dialogue is kept open and encouraged. When it is clear that ongoing support will be required, the school / college will ask the victim if they would find it helpful to have a designated trusted adult (for example their form tutor or Designated Safeguarding Lead) to talk to about their needs. The choice of any such adult will be the victims. Inspire Trust institutions respects and supports this choice.

This is because the victim wants to, not because it makes it easier to manage the situation. If required, Inspire Trust institutions will provide a physical space for victims to withdraw. If the victim does move to another educational institution (for any reason), the new educational institution must be made aware of any ongoing support needed. The Designated Safeguarding Lead will take responsibility to ensure this happens as well as transferring the child protection file.

Following any report of sexual violence or sexual harassment, it is likely that some children / young people will take "sides". The school / college will do all it can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed

## 10. Support and specialist organisations

<b>Barnardo's</b>	<a href="https://www.barnardos.org.uk">https://www.barnardos.org.uk</a>
<b>Lucy Faithfull Foundation</b>	<a href="https://www.lucyfaithfull.org.uk">https://www.lucyfaithfull.org.uk</a>
<b>NSPCC</b>	<a href="https://www.nspcc.org.uk">https://www.nspcc.org.uk</a>
<b>Rape Crisis</b>	<a href="https://rapecrisis.org.uk">https://rapecrisis.org.uk</a>
<b>UK Safer Internet Centre</b>	<a href="https://www.saferinternet.org.uk">https://www.saferinternet.org.uk</a>
<b>Anti-Bullying Alliance</b>	<a href="https://anti-bullyingalliance.org.uk">https://anti-bullyingalliance.org.uk</a>
<b>MoJ Victim Support</b>	<a href="https://www.rapecentre.org.uk">https://www.rapecentre.org.uk</a>
<b>The Survivors Trust</b>	<a href="https://www.thesurvivorstrust.org/isva">https://www.thesurvivorstrust.org/isva</a>
<b>Victim Support</b>	<a href="https://www.victimsupport.org.uk">https://www.victimsupport.org.uk</a>
<b>Gillick Competency</b>	<a href="https://www.nspcc.org.uk/preventingabuse/child-protection-system/legal-definition-child-rights-law/gillickcompetency-fraser-guidelines">https://www.nspcc.org.uk/preventingabuse/child-protection-system/legal-definition-child-rights-law/gillickcompetency-fraser-guidelines</a>
<b>Parent Zone</b>	<a href="https://www.parentzone.org.uk">https://www.parentzone.org.uk</a>
<b>Thinkuknow</b>	<a href="https://www.thinkuknow.co.uk/parents">https://www.thinkuknow.co.uk/parents</a>

<b>Policy Review Frequency</b>	Annual
<b>Policy to be approved by</b>	Governor Safeguarding Panel
<b>Date of Review</b>	October 2023
<b>Approved by Chair</b>	
<b>Next Review</b>	October 2023
<b>Lead Professional / External Review</b>	Chris Eccles, OHS Headteacher
<b>Communication</b>	Document Library, Staff Handbook, Policy Acceptance, Trust Website
<b>Document Location</b>	Staff Handbook, Every Compliance System, Document Library
<b>PA/HR Officer</b>	Leah Carr