

Child protection and safeguarding policy

KTS Academy



Approved by:	Sarah Gunn	Date:
Last reviewed on:	01/09/2026	
Next review due by:	01/09/2027	

Contents

Important contacts	2
1. Aims	3
2. Legislation and statutory guidance	3
3. Definitions	4
4. Equality statement	4
5. Roles and responsibilities	5
6. Confidentiality	8
7. Recognising abuse and taking action	9
8. Visitors to school	18
9. Online safety and the use of mobile technology	20
10. Notifying parents or carers	22
11. Pupils with special educational needs, disabilities or health issues	222
12. Pupils with a social worker	223
13. Looked-after and previously looked-after children	233
14. Complaints and concerns about school safeguarding policies	244
15. Record-keeping	255
16. Training	255
17. Monitoring arrangements	277
18. Links with other policies	277
Appendix 1: types of abuse	288
Appendix 2: safer recruitment and DBS checks – policy and procedures	299
Appendix 3: allegations of abuse made against staff	29
Appendix 4: DSL Job description	30
Appendix 5: specific safeguarding issues	34

Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Alexis Gardner	01287677265
Deputy DSL	Sarah Gunn, Elizabeth Thompson, Rebecca Williams	01287677265
Local authority designated officer (LADO)	RedcarLADO@redcar-cleveland.gov.uk	01642 130700
Chair of governors	Brian Richardson	Via 01287677265
Safeguarding governor	Sarah Walker	Via 01287677265

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Channel helpline		020 7340 7264

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

This policy is based on the most recent version of the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education](#) and [Working together to safeguard children 2023: statutory guidance](#) and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

This policy also complies with data protection legislation, which collectively encompasses:

- - The Data Protection Act 2018
- - The UK General Data Protection Regulation (UK GDPR)
- - The Data (Use and Access) Act 2025

This policy also complies with our funding agreement and articles of association.

3. Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

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

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

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This includes:

- Images or videos that are consensually or non-consensually shared
- Pseudo-images that are computer-generated images that otherwise appear to be a photograph or video
- **Images and videos generated using artificial intelligence (AI), including 'deepfakes'** – where AI technology is used to create realistic but fake images or videos of a person

All incidents involving the sharing of nudes and semi-nudes require a safeguarding response, regardless of whether they are consensual or involve AI-generated content.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Misogyny is hatred of, contempt for, or prejudice against women or girls. It can manifest in various ways, including through language, behaviour, and attitudes that demean, objectify, or discriminate against females. Misogyny is a form of harmful behaviour that can escalate into more serious forms of abuse and will not be tolerated in our school.

Misandry is hatred of, contempt for, or prejudice against men or boys. Like misogyny, it can manifest in various ways, including through language, behaviour, and attitudes that demean, objectify, or discriminate against males. Both misogyny and misandry are forms of harmful behaviour that will not be tolerated in our school.

Harmful sexual behaviour (HSB) refers to sexual behaviours expressed by children that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child or adult. HSB exists on a continuum and may escalate into sexual harassment or sexual violence if not addressed early.

4. Equality statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carers has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships

- o Boundaries and consent
- o Stereotyping, prejudice and equality
- o Body confidence and self-esteem
- o How to recognise an abusive relationship (including coercive and controlling behaviour)
- o The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support .What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.1 All staff

All staff will:

- All staff will read part 1 of KCSIE in full. Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, the online safety policy and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
 - The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
 - What to look for to identify children who need help or protection

Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Alexis Gardner – deputy head teacher. The DSL takes lead responsibility for child protection and wider safeguarding in the school.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of school hours the DSL can be contacted via the school website or the school mobile on 07762696765 or email sgunn@ktsacademy.org.uk.

When the DSL is absent, the deputies – Sarah Gunn (headteacher), Becky Williams and Lizzie Thompson (Assistant Heads) – will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour

The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL and deputy are set out in their job description.

5.3 The governing board

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- The school shares active safeguarding duties regarding supply teachers, trainee teachers, and contracted staff
- Supply agencies provide appropriate safeguarding information about supply staff
- Trainee teachers receive appropriate safeguarding training and induction
- Contracted staff (e.g., catering, cleaning, maintenance) understand their safeguarding responsibilities
- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns

- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed

Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate

Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All governors will read Keeping Children Safe in Education in its entirety.

Section 15 of this policy has information on how governors are supported to fulfil their role.

5.4 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, mobile phones and cameras in the setting.

5.5 Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

6. Confidentiality

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
 - The DSL should consider that:
 - 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 local authority children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
 - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
 - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3

7. Recognising abuse and taking action

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved

- › Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- › Is frequently missing/goes missing from education, care or home
- › Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- › Is at risk of being radicalised or exploited
- › Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- › Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- › Is misusing drugs or alcohol
- › Is suffering from mental ill health
- › Has returned home to their family from care
- › Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- › Is a privately fostered child
- › Has a parent or carer in custody or is affected by parental offending
- › Is missing education, or persistently absent from school, or not in receipt of full-time education
- › Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children’s social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

A Safer referral can be made which is then shared amongst the 3 safeguarding partners. The referral is sent to: RedcarMACH@redcar-cleveland.gov.uk, contact number 01642 130700 or 01642 524552 out of hours.

The following link to the GOV.UK webpage can be used for reporting child abuse to your local council:

<https://www.gov.uk/report-child-abuse-to-local-council>

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- › Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- › Stay calm and do not show that you are shocked or upset
- › Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- › Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- › Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it
- › Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

➤ Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers
- None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM must speak to the DSL and follow our local safeguarding procedures.

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below, before section 7.7, illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Early help can be accessed via the Early Help referral tool.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or [Channel](#), the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

7.6 If you have a mental health concern

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

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

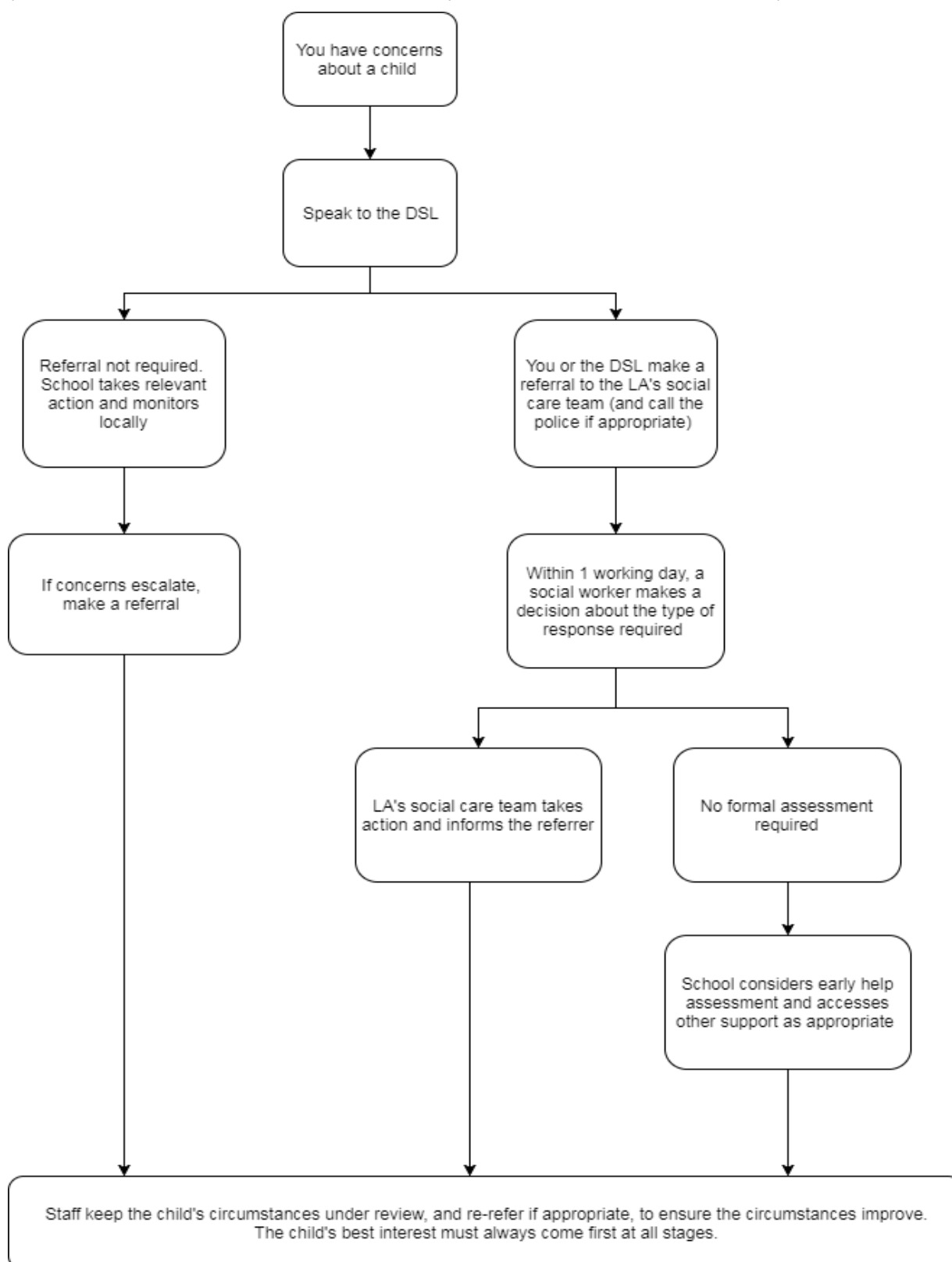
If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

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

Refer to the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



7.7 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

7.8 Allegations of abuse made against other pupils

We recognise that children are capable of harming their peers, although we understand that at KTS Academy, many of our pupils work significantly below their chronological age and have limited understanding of behavioural expectations due to their special educational needs and disabilities.

We will never dismiss harmful behaviour between pupils, but we recognise that our response must be tailored to the individual needs, understanding and developmental stage of the pupils involved. We understand that:

- Many of our pupils may not fully understand the impact of their actions on others
- Behaviour that appears harmful may be a result of communication difficulties, sensory needs, or other aspects of a pupil's SEND rather than intentional abuse
- Our pupils may be more vulnerable to being both victims and perpetrators of harmful behaviour due to their additional needs
- Each incident must be assessed individually, taking into account the developmental age and understanding of the pupils involved
- However, all harmful behaviour will be taken seriously and addressed appropriately, with support put in place for all pupils involved.

Understanding harmful behaviour in our context

We recognise the gendered nature of child-on-child abuse in mainstream settings. However, at KTS Academy, we understand that harmful behaviour may present differently due to our pupils' special educational needs and disabilities. We will assess each incident on its own merits, considering:

- The developmental age and stage of the pupils involved
- Their level of understanding of social norms and behavioural expectations
- Their communication abilities and whether behaviour may be a form of communication
- Any sensory needs or triggers that may have contributed to the behaviour
- The intent behind the behaviour (where this can be established)
- Whether the behaviour is part of a pattern or an isolated incident

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious and causes significant harm or distress
- Could put pupils in the school at risk
- Is violent or involves the use of weapons
- Involves sexual behaviour that is developmentally inappropriate or harmful
- Involves the sharing of images (including AI-generated images such as deepfakes)
- Forms part of a pattern of harmful behaviour
- Involves physical assault and harm, or the threat of harm with a weapon
- Involves harmful sexual behaviour
- See appendix 5 for more information about child-on-child abuse.

Understanding harmful sexual behaviour (HSB) in our context

- We recognise that harmful sexual behaviour exists on a continuum and may escalate if not addressed early. However, we also recognise that at KTS Academy:
- Many pupils may display sexualised behaviour that is developmentally inappropriate for their chronological age but may be appropriate for their developmental stage
- Some pupils may display sexualised behaviour as a result of their own experiences of abuse or trauma
- Some pupils may not understand concepts of privacy, consent or appropriate boundaries due to their SEND
- Behaviour may be exploratory rather than intentionally harmful
- All instances of concerning sexual behaviour will be responded to with safeguarding principles and considered within a child protection context. Our response will be individualised and will include:
- Assessment of the developmental appropriateness of the behaviour
- Consideration of whether the behaviour indicates the pupil may have experienced abuse themselves
- Teaching and support around appropriate boundaries, privacy and consent (adapted to the pupil's level of understanding)
- Risk assessment and safety planning for all pupils involved
- Involvement of parents/carers and external agencies where appropriate

We recognise that harmful sexual behaviour exists on a clear continuum that can escalate from HSB to sexual harassment and sexual violence if not addressed early. Our response will be informed by:

- NSPCC resources on typical stages of sexual development
- Understanding of what is developmentally appropriate for each pupil
- Recognition that early intervention can prevent escalation

Addressing inappropriate language and attitudes

While we recognise that many of our pupils have limited understanding of complex social concepts, we will still address inappropriate language and attitudes, including:

- Derogatory language about gender, race, disability or other protected characteristics
- Language or behaviour that demeans or objectifies others
- Any form of bullying or discriminatory behaviour
- Our approach will be educational and supportive, recognising that pupils may need repeated teaching and support to understand why certain language or behaviour is inappropriate. We will:
- Use age-appropriate and developmentally appropriate language to explain why behaviour is not acceptable
- Provide visual supports, social stories and other adapted resources to help pupils understand
- Work with parents/carers to ensure consistent messages at home and school
- Involve speech and language therapists and other specialists where needed
- Recognise that change may take time and require ongoing support

Procedures for dealing with allegations of child-on-child harmful behaviour

If a pupil makes an allegation of harm by another pupil, or if staff observe or suspect harmful behaviour:

- You must record the incident and tell the DSL, but do not investigate it
- The DSL will assess whether the incident raises safeguarding concerns or should be dealt with under the behaviour policy
- Where safeguarding concerns are identified, the DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will consider the developmental age, understanding and needs of all pupils involved when determining the appropriate response
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) who caused harm and any others affected) with a named person they can talk to if needed
- The DSL will consider whether a referral to CAMHS or other specialist services is appropriate for any pupils involved
- The DSL will work with parents/carers of all pupils involved to ensure they understand what has happened and what support is being put in place

- If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any appropriate measures. The DSL will consider the age, understanding and needs of all pupils involved when working with external agencies.

Minimising the risk of harmful behaviour between pupils

We will minimise the risk of harmful behaviour between pupils by:

- Providing high levels of supervision appropriate to the needs of our pupils
- Teaching age-appropriate and developmentally appropriate content about relationships, boundaries, consent and keeping safe (adapted to individual pupils' levels of understanding)
- Using visual supports, social stories and other adapted resources to help pupils understand appropriate behaviour
- Addressing inappropriate language or behaviour in a supportive, educational way that is appropriate to the pupil's level of understanding
- Never dismissing harmful behaviour, but recognising that our response must be tailored to the individual needs and understanding of the pupils involved
- Ensuring our curriculum helps to educate pupils about appropriate behaviour, relationships and consent (adapted to their developmental stage)
- Ensuring pupils know they can talk to staff if they feel unsafe or uncomfortable (using communication methods appropriate to their needs)
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- Working closely with parents/carers to ensure consistent approaches at home and school
- Involving specialist staff (e.g., speech and language therapists, educational psychologists, CAMHS) where needed to support pupils' understanding of appropriate behaviour

Creating a supportive environment and minimising risk

We recognise the importance of taking proactive action to minimise the risk of harmful behaviour between pupils, and of creating a supportive environment where victims feel confident in reporting incidents (using whatever communication method is appropriate for them).

To achieve this, we will:

- Address inappropriate language or behaviour in a supportive, educational way, recognising that pupils may need repeated teaching and support to understand
- Provide high levels of supervision and support appropriate to our pupils' needs
- Ensure our curriculum is adapted to help educate pupils about appropriate behaviour, relationships and consent at a level they can understand
- Ensure pupils are able to report concerns using communication methods appropriate to their needs (verbal, visual, AAC devices, etc.)
- Ensure staff reassure victims that they are being taken seriously and will be kept safe
- Support children who have witnessed harmful behaviour
- Consider the needs of all pupils involved, including any siblings
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of harmful behaviour, taking into account the developmental age and needs of our pupils
 - That harmful behaviour can happen in special schools, even if it looks different from mainstream settings
 - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told
 - That victims may not be able to make a direct report due to communication difficulties, and staff need to be alert to signs of distress or changes in behaviour
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, communication needs and/or level of understanding
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing harmful behaviour and responding where they believe a child may be at risk
 - That they should speak to the DSL if they have any concerns

- That our response must be individualised and appropriate to the developmental age and understanding of the pupils involved
- That behaviour may be a form of communication for some of our pupils
- That pupils may need specialist support (e.g., from ELSA, CAMHS, speech and language therapy) to understand appropriate behaviour and boundaries

Responding to incidents

The DSL will take the lead role in responding to any incidents of harmful behaviour. We will provide support for all pupils involved, recognising that both victims and those who have caused harm may need support.

Our response will be individualised and may include:

- ELSA support
- Work with CAMHS or other mental health services
- Speech and language therapy input to support understanding and communication
- Occupational therapy input to address sensory needs
- Social stories, visual supports and other adapted resources
- Individual behaviour support plans
- Adjustments to supervision levels or environment
- Work with parents/carers to ensure consistent approaches
- Multi-agency meetings where appropriate
- Any sanctions or consequences will be appropriate to the pupil's level of understanding and will be focused on learning and development rather than punishment.
- We will consider these matters on a case-by-case basis, taking into account:
 - The developmental age and understanding of all pupils involved
 - The nature and severity of the behaviour
 - Whether the behaviour was intentional or a result of the pupil's SEND
 - The impact on the victim and other pupils
 - What support is needed for all pupils involved
 - Whether external agencies need to be involved

7.9 Making or sharing of nudes or semi-nudes

If you are made aware of an incident involving the making or sharing of nudes or semi-nudes, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

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

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

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care

- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See appendix 4 for more information on assessing adult-involved incidents
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the making or sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done through a police community support officer, local neighbourhood police, or dialling 101.

Recording incidents

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

Curriculum coverage

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

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the making or sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first
- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people
- Never frightening or scare-mongering
- Challenging victim-blaming attitudes

7.10 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Pupils will report to any staff member they feel comfortable with. The staff member will take note and report to the DSL accordingly.
- Pupils are made aware of this through discussion in our relationship/sex education curriculum
- Pupils will be reassured that information will be taken in confidence, but will be shared with the appropriate people as required, in order to keep them safe.

8. Visitors to School

8.1 Our Lanyard System

KTS Academy operates a colour-coded lanyard system to ensure all staff and visitors can be easily identified and appropriately supervised. The system works as follows:

BLACK LANYARD – "I must be accompanied"

- Worn by: Anyone who does not have an enhanced DBS certificate

- This includes: Contractors, delivery personnel, visitors attending for professional purposes who have not had DBS checks, visiting speakers, and any other visitors without appropriate checks
- Requirements: Must be accompanied by a member of staff at all times and must not be left alone with pupils

GREEN LANYARD – “I have an enhanced DBS certificate and am registered on the SCR”

- Worn by: Visitors and regular volunteers who have an enhanced DBS certificate and are registered on the school's Single Central Record
- This includes: Regular volunteers, supply staff, and professionals who work regularly with the school
- Requirements: May work with pupils but should be appropriately supervised depending on their role

BLUE LANYARD - KTS Academy Staff

- Worn by: All KTS Academy staff members
- Requirements: Full safeguarding clearance and registered on the Single Central Record

All visitors and staff must wear their lanyard visibly at all times while on the school premises. This enables all staff members to quickly identify whether a person should be supervised and to challenge anyone not wearing an appropriate lanyard.

Online Signing-In System

The school operates an online signing-in system. All visitors must:

- Sign in via the online system on arrival at reception
- Sign out via the online system when leaving
- Be issued with the appropriate coloured lanyard based on their DBS status
- Return their lanyard to reception when signing out

The online system records:

- The visitor's name
- The organisation they represent (if applicable)
- The date and time of arrival and departure
- The reason for their visit
- Who they are visiting
- The colour of lanyard issued

This information is kept securely and in line with data protection requirements.

8.2 Categories of Visitors

We categorise visitors into the following groups, each with different requirements for ID checks, DBS checks, and supervision:

1. Professional visitors working directly with children (GREEN LANYARD)

This includes educational psychologists, social workers, speech and language therapists, occupational therapists, and other professionals who will have contact with pupils and have appropriate DBS checks.

For these visitors, the school will:

- Check their photo ID
- Either:
 - Ask to see their DBS certificate, which will be checked alongside their photo ID; or
 - Obtain prior written confirmation from their organisation (such as the LA or educational psychology service) that an appropriate level of DBS check has been carried out
- Ask them to sign in via the online signing-in system
- Issue them with a **GREEN LANYARD** which they must wear visibly at all times
- Verify their reason for visiting and confirm their appointment
- Register them on the Single Central Record if they are regular visitors

2. Professional visitors not working directly with children (BLACK LANYARD)

This includes contractors, maintenance workers, delivery personnel, and other professionals who are on site for a specific purpose but do not have an enhanced DBS check.

For these visitors, the school will:

- Check their photo ID
- Ask them to sign in via the online signing-in system
- Issue them with a **BLACK LANYARD** which they must wear visibly at all times
- Ensure they are accompanied by a member of staff at all times while on the school premises

- Verify their reason for visiting and confirm their appointment
- Where contractors are on site regularly or for extended periods, we will obtain written confirmation from their employer that appropriate employment checks have been carried out, and may then arrange for them to obtain an enhanced DBS check to enable them to wear a GREEN lanyard

3. Visiting speakers and volunteers

This includes guest speakers, volunteers, and other individuals who are visiting to work with pupils.

Understanding regulated activity for volunteers:

Any volunteer who frequently teaches, trains, instructs, or supervises children is legally in regulated activity and requires an enhanced DBS check with children's barred list information. The previous supervision exemption has been removed.

For volunteers in regulated activity (e.g., regular volunteers who teach, train, instruct or supervise pupils), the school will:

- Check their photo ID
- Obtain an enhanced DBS check with barred list information **before they begin working with pupils**
- Register them on the Single Central Record
- Ask them to sign in via the online signing-in system
- Issue them with a **GREEN LANYARD** which they must wear visibly at all times
- Verify their reason for visiting and confirm their appointment

For occasional volunteers NOT in regulated activity (e.g., one-off helpers at school events who do not teach, train, instruct or supervise), the school will:

- Conduct a risk assessment to determine the level of supervision required
- Check their photo ID
- Ask them to sign in via the online signing-in system
- Issue them with a **BLACK LANYARD** which they must wear visibly at all times
- Ensure they are appropriately supervised by staff at all times
- Verify their reason for visiting and confirm their appointment

For visiting speakers (whether or not they have a DBS check), the school will:

- Check their photo ID
- Ask them to sign in via the online signing-in system
- Issue them with the appropriate coloured lanyard:
 - **BLACK LANYARD** if they do not have an enhanced DBS check - they will be supervised by a member of staff at all times
 - **GREEN LANYARD** if they have an enhanced DBS check and are registered on the Single Central Record
- Not invite into the school any speaker who is known to disseminate extremist views
- Carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff
- Ensure they are supervised appropriately based on their DBS status and the nature of their visit

4. Parents/carers and other visitors attending school events (BLACK LANYARD/sticker if large event)

This includes parents/carers attending sports days, assemblies, performances, parents' evenings, and other school events.

For these visitors, the school will:

- Not request DBS or barred list checks
- Not ask to see existing DBS checks
- Ask them to sign in via the online signing-in system
- Issue them with a sticker, which they must wear visibly at all times
- Ensure appropriate supervision arrangements are in place to maintain safeguarding
- Ensure they remain in designated areas (e.g., sports field, hall, specific classrooms)
- Carry out a risk assessment before inviting large groups of parents/carers to ensure adequate arrangements are in place

5. Unknown or unidentified visitors

If a member of staff encounters a visitor on the school premises who is not wearing a lanyard or cannot be identified:

- Staff should not approach the visitor alone if they have any concerns about their safety
- Staff should alert reception or a member of the senior leadership team immediately
- A member of the senior leadership team will approach the visitor (with another staff member if appropriate) to:
 - Establish their identity and reason for being on site
 - Escort them to reception to complete the online sign-in process and be issued with the appropriate lanyard
 - Take appropriate action if the visitor refuses to comply or if there are safeguarding concerns

All staff are empowered and expected to challenge anyone on the school premises who is not wearing a lanyard, or to report them to reception or the senior leadership team.

8.3 Record Keeping

We maintain an online signing-in system which records:

- The visitor's name
- The organisation they represent (if applicable)
- The date and time of arrival and departure
- The reason for their visit
- Who they are visiting
- The colour of lanyard issued

This information is kept securely and in line with data protection requirements. We only capture and store the data we need to meet our legal obligations to keep staff and pupils safe.

9. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

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

The 4 key categories of risk

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

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, Misinformation, Disinformation (including fake news) and Conspiracy theories.
- **Contact** – being subjected to harmful online interaction with other users, such as 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, such as 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

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

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology

- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our online safety policy and mobile phone policies which can be found on our website.

9.1 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

KTS Academy recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

KTS Academy will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

9.2 Mobile Phone-Free Environment

In line with statutory guidance, KTS Academy operates as a mobile phone-free environment for pupils during the school day. This means:

- Pupils are not permitted to access mobile phones during lessons, breaktimes, and lunchtimes
- Mobile phones brought to school must be handed in to staff at the start of the day and collected at the end of the day
- Exceptions may be made for pupils with specific medical or SEND-related needs where mobile phone use supports their safety, wellbeing or communication needs
- Any exceptions will be documented in the pupil's individual healthcare plan and regularly reviewed
- Parents/carers will be informed of this policy and the reasons for it

This policy helps to:

- Minimise distractions and support learning
- Reduce opportunities for online bullying
- Protect pupils from harmful content
- Support pupils' mental health and wellbeing

9.3 Filtering and Monitoring Review

The school will conduct a strict review of our filtering and monitoring systems at least once every academic year. This review will be conducted by:

- The Senior Leadership Team member responsible for filtering and monitoring: Alexis Gardner
- Supported by the Designated Safeguarding Lead
- With input from IT support

The review will assess:

- The effectiveness of current filtering and monitoring systems
- Whether systems are blocking harmful and inappropriate content without unreasonably impacting teaching and learning
- Any incidents or concerns that have been identified through monitoring
- Whether any changes or updates are needed
- Staff understanding of how to escalate concerns

The review will be documented and reported to governors annually.

10. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- o Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- o Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

11. Pupils with special educational needs, disabilities or health issues

11.1 Pupils with SEND

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

We offer extra pastoral support for these pupils. This includes:

Annual review or EHCP or sooner if required, high staff to pupil ratio, regular contact with parents/carers, MDT meetings if required, referral to LDCAMHS, school counsellor, referral to SALT, referral to OT for sensory assessment.

11.2 Pupils with medical conditions

We recognise that pupils with certain medical conditions may face additional safeguarding challenges. We will:

- Ensure all staff are aware of pupils' medical needs
- Have appropriate care plans in place
- Consider how medical conditions might impact a pupil's vulnerability
- Work closely with parents/carers and medical professionals

11.3 Young carers

We recognise that young carers may face additional pressures and may be more vulnerable to harm. We will:

- Identify young carers in our school community
- Provide appropriate support and pastoral care
- Work with external agencies where appropriate
- Ensure young carers can access their education fully

Arrangements for children who cannot attend in person

Where pupils cannot attend school in person due to illness, medical needs, or other circumstances requiring remote education, we will:

- Ensure the DSL or a deputy remains available and contactable for pupils, parents/carers and staff
- Maintain regular contact with vulnerable pupils, including those with a social worker or EHCP
- Follow our online safety procedures for all remote learning activities
- Ensure staff report any safeguarding concerns about remotely learning pupils to the DSL using the same procedures as for pupils in school
- Consider safeguarding arrangements when planning remote education, including appropriate supervision of online lessons

- Keep accurate records of contact with pupils who are learning remotely
- Work with parents/carers to ensure pupils can access support if needed

12. Pupils with a social worker

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

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

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

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

13. Looked-after and previously looked-after children

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

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Alexis Gardner, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

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

Section 14: Pupils who are lesbian, gay, bisexual or questioning their gender

14.1 Our approach to supporting all pupils

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or questioning their gender (LGBTQ+) can be targeted by other children. We are committed to creating an inclusive environment where all pupils feel safe and supported.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns about a pupil's mental health or wellbeing should be reported to the DSL in line with section 7.6 of this policy. We will take steps to prevent bullying of children who are lesbian, gay, bisexual or questioning their gender, and will put sanctions in place where bullying occurs.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

14.2 Supporting pupils who are questioning their gender

KTS Academy will not initiate any action regarding pupils who are questioning their gender. We will only respond to a request relating to social transition made by a pupil or their parent/carer.

When we receive such a request, we will take a very careful approach, recognising that accommodating social transition is an active intervention. As a special school, we will exercise particular caution given the additional vulnerabilities of our pupils, including their special educational needs and disabilities.

Many of our pupils are neurodiverse and can therefore need individual, specialist support from those who know them best. We recognise that approaches need to be tailored to meet individual needs, taking into account each pupil's unique circumstances, communication needs, and level of understanding. We expect that support for full social transition would only be agreed very rarely at KTS Academy.

14.3 Responding to requests for support with social transition

When a pupil or their parent/carer makes a request relating to social transition, we will:

Engage with parents/carers as a matter of priority

- We will inform parents/carers of any request made by a pupil to socially transition
- We will arrange for a member of school staff to be present when speaking to parents/carers, or speak to them on the pupil's behalf if the pupil wishes
- We recognise the importance of actively involving parents/carers and will treat their views with importance

Important exception: If a pupil confides their feelings about gender to a staff member but does not ask the school to make changes to how they are treated (i.e., does not request to socially transition at school), we are not required to share this with their parents/carers, except in cases of a related safeguarding risk.

Consider safeguarding duties

- We will consider how best to fulfil our duty to safeguard and promote the welfare of all children in our school
- We will consider what is in the best interests of the child making the request **and** other children
- We will consider what the impact of any decision would be on all those affected
- We recognise that a decision about social transition may not be the same as the child's wishes

Take account of the pupil's broader needs

- We will consider the broad range of the pupil's individual needs, including:
 - Any complex mental health and psychosocial needs
 - Any diagnosis of autism and/or attention deficit hyperactivity disorder (ADHD)
 - The pupil's special educational needs and disabilities
 - The pupil's neurodiversity and how this affects their understanding and communication
 - The pupil's level of understanding of the concept of gender and social transition
 - Any clinical advice that is available
 - How to address wider vulnerabilities such as the risk of bullying
 - The views and expertise of those who know the pupil best, including parents/carers, key staff members, and external professionals

Support pupils in keeping their options open

- We will make sure we support pupils in keeping their options open throughout the process
- We will ensure that any support is tailored to the individual pupil's needs and level of understanding

Document our decision-making process

- We will keep detailed records of:
 - The request made
 - All discussions and meetings held

- The factors we considered
- The views of parents/carers and relevant professionals
- The decision reached and the reasons for it
- Any support put in place
- Any reviews of the decision

Review decisions regularly

- We recognise that circumstances and needs may change over time
- We will revisit our decisions or approach to a child's social transition at appropriate points

14.4 Staff responsibilities

Individual members of staff must not adopt any changes related to social transition unless a decision has been made by the school in consultation with parents/carers.

If a member of staff is approached by a pupil requesting support with social transition, or if a pupil confides feelings about their gender, they must:

1. Listen to the pupil with empathy and without judgement
2. Explain that they need to speak to the DSL
3. Not make any promises about what the school can or will do
4. **Record the conversation on CPOMS within 24 hours**, including:
 - a. The date and time of the conversation
 - b. What the pupil said (using the pupil's own words where possible)
 - c. Any specific requests made by the pupil
 - d. What the staff member said in response
5. Report the conversation to the DSL immediately (or as soon as the DSL is available)

The DSL will then follow the process outlined in section 14.3 above.

14.5 Rare circumstances where involving parents/carers may pose a risk

There may be **rare circumstances** where involving a child's parents/carers would constitute a greater risk to the child than not involving them.

In these exceptional cases:

- The DSL will determine what action is needed to safeguard the child **before** any decisions are taken or the parents/carers are contacted
- The DSL will seek advice from children's social care and/or other appropriate agencies
- The decision not to involve parents/carers will be documented with clear reasons on CPOMS
- The situation will be kept under regular review

14.6 Single-sex facilities and activities

KTS Academy must not allow pupils into facilities designated for the opposite biological sex. There are no exceptions to this requirement.

This applies to:

- Toilets
- Changing rooms

When discussing a request for social transition with a pupil and their parents/carers, we will make this requirement clear.

We will consider how to provide appropriate facilities that respect the dignity and privacy of all pupils, while maintaining these requirements. This may include the use of accessible toilet facilities where appropriate.

14.7 Recording biological sex

KTS Academy is legally required to record a child's biological sex accurately wherever it is recorded.

This includes:

- The school's management information system
- Attendance registers
- Medical records
- Educational records

- CPOMS records
- Any other school records

All relevant staff will be made aware of a child's biological sex in all cases, to ensure:

- Appropriate safeguarding measures are in place
- Medical needs can be properly addressed
- Accurate records are maintained
- Individual support can be tailored appropriately
-

14.8 Supporting all pupils affected

When responding to a request for social transition, we will consider the needs of:

- The pupil making the request
- Other pupils in the school
- Staff members

We will put appropriate support in place for all those affected, which may include:

- Pastoral support from key staff members who know the pupil well
- ELSA (Emotional Literacy Support Assistant) support
- Mental health support, including working with CAMHS where appropriate
- Anti-bullying measures
- Staff training and guidance
- Individualised support plans tailored to the pupil's specific needs and neurodiversity

Given the neurodiverse profile of many of our pupils, support will be:

- Individualised and tailored to each pupil's specific needs
- Delivered by those who know the pupil best
- Adapted to the pupil's communication style and level of understanding
- Reviewed regularly to ensure it remains appropriate and effective

14.9 Working with external agencies

When supporting a pupil who is questioning their gender, we will encourage families/carers to seek clinical help and advice as early as possible.

We will work with:

- The pupil's GP
- CAMHS or other mental health services
- Children's social care (where there are safeguarding concerns)
- Educational psychologists
- Any other relevant professionals involved with the pupil

We will ensure that any decisions we make take account of clinical advice where this is available, and that all professionals involved understand the pupil's neurodiversity and individual needs.

14.10 Policy and support

This section of our child protection and safeguarding policy should be read alongside:

- Our behaviour policy
- Our anti-bullying policy
- Our SEND policy
- Our equality policy
- Our RSHE curriculum

We will review this section annually to ensure it remains in line with statutory guidance and best practice.

15. Complaints and concerns about school safeguarding policies

15.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

15.2 Other complaints

Other complaints can be made through our complaints policy and the completion of a complaint form. These can be accessed through the school website, or requested from the office.

15.3 Whistle-blowing

Please see the school whistle-blowing policy that covers concerns regarding the way the school safeguards pupils – including poor or unsafe practice, or potential failures.

16. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the rationale for those decisions, must be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals electronically on CPOMS with only the DSL, DDSL and assistant headteachers having access to this information.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Safeguarding record-keeping arrangements –

- records are paper-based and transferred electronically to CPOMS
- paper-based records are held in a locked cabinet in the head teacher's office.
- Records will be retained for a period covering the child's time at school, plus 7 years.

School shares information with other agencies through secure email and personal delivery of paper copies, in line with your local safeguarding procedures.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

16. Training

16.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. All staff members (including those not working directly with children, such as administrative staff) will read Part One of Keeping Children Safe in Education in full. The condensed summary (previously Annex A) has been removed.

Training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

16.2 The DSL and deputy

The DSL and deputy will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They, or any other designated Prevent lead, will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

16.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

16.4 Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

See appendix 2 of this policy for more information about our safer recruitment procedures.

16.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

17. Monitoring arrangements

This policy will be reviewed **annually** by Sarah Gunn – headteacher and DSL. At every review, it will be approved by the full governing board.

18. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff code of conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Mobile phone use
- Equality
- Relationships and sex education
- First aid
- Curriculum
- Designated teacher for looked-after and previously looked-after children
- Privacy notices
- Whistle-blowing
- Artificial Intelligence (AI)

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

Appendix 2: safer recruitment and DBS checks

See Recruitment and Selection Policy and Documents

Appendix 3 allegations against staff

See Managing Allegations Against Staff Policy

Appendix 4 DSL job description

Job description: designated safeguarding lead (DSL)

KTS Academy is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Main purpose

The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems in place).

They will oversee the school's safeguarding policies and procedures, ensuring they are up-to-date and effective in keeping all children safe.

They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

Duties and responsibilities

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed

Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- As the headteacher and DSL, be informed of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with mental health agencies including LDCAMHS, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
 - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced

- Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school
- Liaise with the Children With Disabilities social care team.

➤ The above includes:

- Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
- Supporting teaching staff to provide additional academic support and/or reasonable adjustments to help these children reach their potential

Managing the child protection file

- Ensure child protection files are kept up to date on Cpoms
- Keep information confidential and store it securely
- Make sure records include:
 - A clear and comprehensive summary of the concern
 - Details of how the concern was followed up and resolved
 - A note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the school (including in-year transfers):
 - Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
 - Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help it put appropriate support in place

Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents and carers are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Deliver (or facilitate) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- Recognise the vulnerability of the pupils at KTS, due to their SEND and ensure staff are aware of this.

Holding and sharing information

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

Filtering and monitoring

- Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified
- Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning
- Review filtering and monitoring provision at least annually

Other areas of responsibility

The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video call in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Postholder's signature:

Date:

Appendix 5: specific safeguarding issues

This section is based on annex A of the UK Council of Internet Safety's [advice for education settings](#).

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person
- Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- Moved from a public to a private/E2EE platform
- Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- Offered something of value such as money or gaming credits
- Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- Use images that have been stolen from the child or young person taken through hacking their account
- Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- Moved from a public to a private/E2EE platform
- Pressured into taking nudes or semi-nudes
- Told they have been hacked and they have access to their images, personal information and contacts
- Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

Modern Slavery and Financial Exploitation

Modern slavery encompasses human trafficking, forced labour, and domestic servitude. Children can be victims of modern slavery and may be:

- Trafficked into the UK or within the UK
- Forced to work in various settings (e.g., cannabis farms, nail bars, car washes)
- Subjected to domestic servitude
- Sexually exploited

Financial exploitation involves taking advantage of a child for financial gain. This can include:

- Forcing children to commit financial fraud
- Using children's bank accounts for money laundering
- Coercing children into criminal activity for financial benefit
- Exploiting children through financially motivated sexual extortion

Staff should be alert to signs that a child may be a victim of modern slavery or financial exploitation and report any concerns to the DSL immediately.

Children missing from education

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

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

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

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing

the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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

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

Child-to-Parent Abuse

Child-to-parent abuse is when a child or young person (under 18) uses violence, threats, coercion or other abusive behaviour towards a parent, carer, or other family member.

This can include:

- Physical violence
- Emotional or psychological abuse
- Financial abuse or exploitation
- Damage to property
- Threats and intimidation

At KTS Academy, we recognise that some of our pupils may display challenging behaviour towards parents/carers as a result of their special educational needs and disabilities. However, we also recognise that there is a distinction between behaviour that is a manifestation of a pupil's SEND and behaviour that constitutes abuse.

Staff should be alert to signs that a parent/carers may be experiencing abuse from their child and should report any concerns to the DSL. We will work sensitively with families to provide appropriate support.

Child criminal exploitation

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

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

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

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Making or sharing of nude and semi-nude images and/or videos (whether consensual or non-consensual)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as 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, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#).

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputy will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school

- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmw@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

- **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence
- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
 - Negate or destroy the fundamental rights and freedoms of others; or
 - Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
 - Intentionally create a permissive environment for others to achieve the results outlined in either of the above points
- **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 of terrorism 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.

Schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL, or designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They'll make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

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

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns

- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Non-collection of children

If a child is not collected at the end of the session/day, we will follow our Collection and Late Collection of Children Policy.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will follow our Responding to a Missing Child or a child who has run away from school Policy.