



# Altrincham Grammar School for Girls

BRIGHT FUTURES EDUCATIONAL TRUST

## Child Protection and Safeguarding: Policy, Procedures & Guidance

**01 September 2023**

This policy and guidance are based on Trust-wide guidance but is a school specific Safeguarding Policy.

<b>Name:</b>	Child Protection and Safeguarding: Policy, Procedures & Guidance
<b>Approved by:</b>	<i>LGB</i>
<b>Policy Created</b>	Rhianne Bond (Vice Principal, DSL)
<b>Review:</b>	Annually
<b>Update Approved:</b>	1 September 2023
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## Section 1: Key contacts

<b>Designated Safeguarding Lead</b>	Ms R Bond, Vice Principal
<b>Deputy Designated Safeguarding Leads</b>	Mrs K Galvin, Assistant Vice Principal (Head of Sixth Form) Mr F Flanagan, Lead Senior Tutor Mr S Davenport, Head of RS
<b>Child Protection and Safeguarding Link Governor</b>	
<b>Trust safeguarding leads:</b>	
Making a decision about safeguarding matters can be difficult. It sometimes helps to talk it through with someone else or to seek further advice. Any of the DSL/DDSLs are happy to help. They have a wealth of experience. <i>Working together to safeguard children</i> is more than a strapline – it is the most effective approach to keeping people safe.	
<b>You can also contact the Trust safeguarding lead:</b> John Wm Stephens: Contact details available to staff.	

### Useful local and national organisations and resources:

<b>Trafford Children's First Response</b> 0161 912 5125 <a href="mailto:firstresponse@trafford.gov.uk">firstresponse@trafford.gov.uk</a>	<b>Police</b> Non-emergency – 101 Emergency – 999 Reporting online: <a href="https://www.gmp.police.uk/ro/report/ocr/af/how-to-report-a-crime/">https://www.gmp.police.uk/ro/report/ocr/af/how-to-report-a-crime/</a>
<b>Trafford Out of Hours Emergency Duty Team</b> 0161 912 2020	<b>NSPCC Whistleblowing Helpline</b> 0800 028 0285 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
<b>Trafford Strategic Safeguarding Partnership</b> 0161 911 8687 <a href="mailto:TSSP@trafford.gov.uk">TSSP@trafford.gov.uk</a>	<b>NW Counter-Terrorism Unit (Channel Team)</b> 0161 856 6362 <a href="mailto:channel.project@gmp.police.uk">channel.project@gmp.police.uk</a>
<b>Local Authority Designated Officer (LADO)</b> 0161 912 5125 <a href="mailto:firstresponse@trafford.gov.uk">firstresponse@trafford.gov.uk</a> Referral form: <a href="https://trafford-framework.egovhub.net/ALLEGATIONOFPROFESSIONALABUSE/launch">https://trafford-framework.egovhub.net/ALLEGATIONOFPROFESSIONALABUSE/launch</a>	<b>Children's Social Services outside of Trafford</b> <b>Greater Manchester:</b> 0161 234 5001 <a href="mailto:mcsreply@manchester.gov.uk">mcsreply@manchester.gov.uk</a> <b>Cheshire East:</b> 0300 123 5012 (option 3. Option 2) <a href="https://childrenfamiliesportal.cheshireeast.gov.uk">https://childrenfamiliesportal.cheshireeast.gov.uk</a> <b>Cheshire West:</b> 0300 123 7047 (option 1) <a href="https://www.cheshirewestscps.co.uk">https://www.cheshirewestscps.co.uk</a>

- **CHILDLINE:** 0800 1111 – free confidential helpline for children and young adults.
- **NSPCC:** 0800 800 5000 – free 24-hour national helpline for information and confidential advice about all types of problems.
- **Barnardo's:** 020 8550 8822 – works to transform the lives of vulnerable children and young people.
- **Kidscape:** 020 8830 3300 - produces leaflets and booklets on bullying and runs a helpline.
- **LGBT Foundation:** 0345 330 30 30 – runs a helpline to support people who identify as lesbian, gay, bi-sexual, and trans-gender.

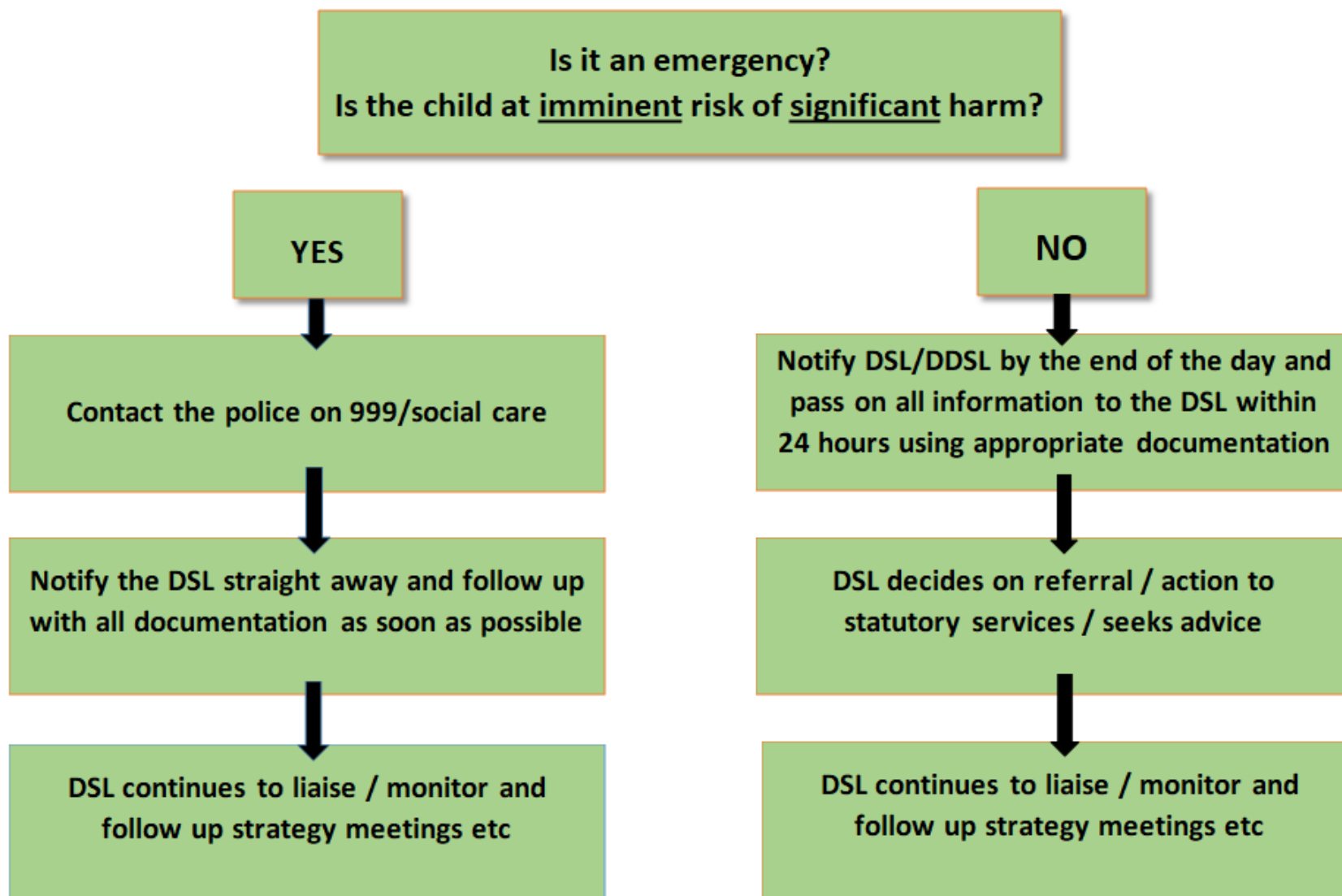
- **National Domestic Violence:** 0808 200 0247 – Free 24-hour helpline. Gives information on housing, welfare, health, and legal rights, refers women and children to refuges, makes referrals to temporary emergency accommodation, and helps to get support from the police.
- **ThinkuKnow:** A CEOP programme that helps with online safety [thinkuknow.co.uk](http://thinkuknow.co.uk)
- **UK Safer Internet Centre:** 0844 381 4772 e-safety helpline for professionals working with children.
- **Young Minds:** helpline: 0808 802 5544 support for people with concerns about the mental health of a young person
- **Alliance for Learning** collated resources in relation to COVID 19 responses, including mental and physical health and well-being and bereavement: <http://allianceforlearning.co.uk/covid-19/>
- **KOOTH:** online mental health and well-being resources for young people: <https://www.kooth.com/>
- **'Keeping our children safe:** raising awareness in black and minority ethnic communities' NSPCC (2017) Resources and online training to support equality and diversity in safeguarding: <https://learning.nspcc.org.uk/research-resources/2017/keeping-our-children-safe>

**FREEDOM TO SPEAK OUT:** The safety of children and young people is paramount. Any staff concerns about the safeguarding actions taken by the DSL or DDSL should be taken, in the first instance, to the Principal/Head of School. Any staff concerns regarding safeguarding actions taken by the Principal should, in the first instance, be taken to the Director of HR and Strategy of the Trust who will liaise with the CEO. As a last resort staff should call the NSPCC Whistle-blowing Helpline: 0800 028 0285.

**REPORTING A CONCERN:** AGGS uses CPOMS to record and report concerns. The principle in all cases is 'see something, say something, do something'. If a child discloses potential abuse, this **MUST** be reported to the DSL/DDSL or, in a genuine emergency, to the police. Imminent risk of significant harm means that a child is in danger at that moment and to do nothing would result in actual harm.

## **SEXUAL ABUSE BETWEEN STUDENTS IN AND OUT OF SCHOOL**

During 2021, Ofsted conducted a review into sexual abuse in schools and colleges at the request of the DfE. The Review was conducted in the context of widespread disclosures of such abuse made via the 'Everyone's Invited' website. The findings and recommendations of the Review are embedded in Part 5 of Keeping Children Safe (2023) and, therefore, throughout this policy. A central message from Ofsted's review is that we must never believe that sexual abuse between students 'couldn't happen here'. Indeed, we should assume that there is a likelihood that the prevalence of abuse between young people is something we underestimate, and our policies and practices should be based on the assumption that abuse between students is happening in our settings. Moreover, we should be alert to the fact that abuse happens in a range of contexts – formal and informal settings in school, beyond school sites and in 'virtual'/digital contexts. Our preventative and reactive policies and procedures need to recognise this.



## Section 2: Policy and Principles

### Vision statement

'The best *for* everyone, the best *from* everyone'

### Mission

At AGGS, we place young people, families and communities at the heart of everything we do. We are a true community with shared responsibility and common core values which create a culture of collaboration, opportunity, respect, and innovation. We inspire excellence and believe in nurturing the abilities of all within our schools and communities. We empower our young people to build purposeful lives and have the courage and confidence to make a positive contribution to society. Through excellence in education all of our young people will have a bright future.

### Safeguarding statement

At AGGS, together with Bright Futures, we recognise our moral and statutory responsibilities to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow agreed procedures to ensure that students receive effective support and protection. We recognise that safeguarding is **everybody's** responsibility. Induction and refresher training for all staff, local governors and trustees is a requirement. All staff working directly with children must read and be familiar with 'Keeping Children Safe in Education' (Part 1). Those not working directly with children and young people must read and be familiar with either Part 1 or Annex A of KCSIE (2023).

Training for trustees and governors should ensure that they have sufficient knowledge to provide strategic challenge, testing and assuring themselves that school/trust safeguarding policies and procedures are effective and robust. This is not just about receiving data from staff but testing what that data may say about policy and procedures and whether they need to be strengthened.

AGGS is committed to working together well with all relevant agencies in order to promote effective safeguarding arrangements. The Principal, Designated Safeguarding Lead and Deputies, and local governing bodies are aware of Trafford's procedures, as well as those of other local authority areas in which our students reside. Our statutory partners responsible for leading safeguarding arrangement locally are: the local authority, police, integrated care systems (health) and clinical commissioning groups. We will, of course, also work with wider agencies in the health and voluntary and community sectors.

### What are the policy and procedures for?

We comply with the statutory duties and responsibilities to safeguard and promote the welfare of children and young people. This policy has been developed in accordance with the principals established under the Children Act (1989 and 2004), the Education Act (2002 and 2011), Education and Adoption Act (2016), Teachers' Standards (2021) and in line with the following Government guidance:

- Review of Sexual Abuse in Schools and Colleges (Ofsted) (2021)
- Multi-agency statutory guidance for dealing with forced marriage (2021)
- PACE Code C (2019): requirement for children to have an Appropriate Adult
- Domestic Abuse Act (2021)
- Working Together to Safeguard Children (2015) (updated September 2018 and Feb 2019)
- Relationships education, relationships and sex education (RSE) and health education (July 2019)
- Keeping Children Safe in Education (2016) (updated 2017 and May 2018 effective from Sept 2018, further updated from September 2019, September 2020 and September 2021)

- Sexual violence and sexual harassment between children in schools and colleges (2017 updated 2018 and 2021)
- What to do if you are worried about a child being abused (2015)
- Data Protection Act (2018) including the General Data Protection Regulation
- Information Sharing: Advice for Practitioners providing Safeguarding Service (2015)
- Prevent Duty Guidance (2015) (updated 2019)
- Counter-Terrorism Strategy – CONTEST (2018)
- Multi-Agency Statutory Guidance for Dealing with Forced Marriage and subsequent guidance (2014 and 2020)
- Multi-agency statutory guidance on female genital mutilation (2016 and 2018)
- Report into allegations concerning Birmingham schools arising from the 'Trojan Horse' letter (2014)
- Promoting fundamental British values as part of SMSC in schools (2014)
- Preventing and Tackling Bullying (DfE) (updated 2017)
- Mental Health and Behaviour in Schools (DfE) (updated 2018)

### **Who is the Policy for?**

The policy applies to all staff employed by the Bright Futures at AGGS, all members of local governing bodies and their committees, plus all its consultants or contracted staff undertaking work on behalf of AGGS/the Trust. It is available publicly to give parents/carers and others the necessary assurance that the safety and well-being of children and young people are prioritised and well-managed.

### **Aims of the policy:**

- To ensure that the safety, protection, and well-being of all students at AGGS is paramount.
- To ensure that **all staff** and approved volunteers work safely, understand and act upon their responsibilities to keep children safe.
- To ensure that all students, regardless of age, gender, ability, culture, race, language, religion, or sexual identity have equal rights to protection, recognising the potential for particular vulnerabilities amongst certain groups where stereotyping might prevent the recognition of signs of abuse.
- To ensure that children know that there are trusted adults in school whom they can approach if they have concerns or feel unsafe.
- To ensure students and staff involved in child protection issues will receive appropriate support.
- To provide all staff with the information and framework necessary to enable them to meet their statutory responsibilities in relation to safeguarding students.
- To ensure consistently good safeguarding practice at AGGS.
- To demonstrate publicly AGGS commitment to the safeguarding of children and the promotion of safe working practices.
- To ensure that all staff remain vigilant to the risks of all forms of harm and abuse, including radicalisation, modern slavery, honour-based violence and female genital mutilation and that virtual/digital contexts are equal in significance to any other places where abuse could occur.
- To promote good multi-agency working to prevent and respond appropriately to cases of harm and abuse.
- To ensure that all those responsible for governance at AGGS are aware of their duties and responsibilities with regard to safeguarding and discharge them appropriately.

### **Terminology in this policy**

**Child Protection:** the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm.

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development and ensuring that children grow up in circumstances consistent with

the provision of safe and effective care. It also includes action taken to enable all children to get the best possible outcomes.

**Staff:** refers to all those working for or on behalf of the Trust at AGGS. This includes part time, full time, temporary, permanent and people working regularly in a voluntary capacity.

**Child/children:** everyone under the age of 18.

**Pupils/students:** refers to those children and young people who receive education in any of the Trust's schools (including those who are 18 or over)

**Parents:** refers to birth parents and all other adults who are in a parenting role or who have rights of parental responsibility, for example, step-parents, foster parents, carers, adoptive parents.

**School:** refers to any establishment within Bright Futures, e.g. nursery, primary, secondary, special or post- 16 and any other setting that may become part of Bright Futures including where Bright Futures is the provider of educational services under contract.

## Section 3: Procedures

### Concerns about a child's safety or welfare

If any member of staff at AGGS has concerns about a pupil's welfare and/or safety, they should raise them according to the diagram above. Emergencies require a police response, but in most cases a referral will be made to the DSL or a DDSL.

Any pupil seeking help with a problem must be reassured and their concerns taken seriously. Embarrassment, threats, language, and communication barriers may all inhibit disclosures. Staff should remain professionally curious and report their concerns to the DSL. By building a relationship of trust, the child may feel ready to disclose.

Any member of staff who suspects a pupil may be the victim of abuse must immediately inform the Designated Safeguarding Lead (DSL) or the Deputy DSL, following this up with a record of the concern via CPOMS. Staff without access to CPOMS should use the cause for concern form (Appendix C) and take this in person to the DSL or a DDSL. Guidance on how to record a concern can accurately and factually be found in Appendix D.

When a pupil makes a disclosure of actual or potential abuse to a member of staff, the adult will remain calm and supportive and explain that anything that's said will also have to be shared with the DSL/DDSL.

DSL/DDSLs and their support staff will work to ensure there is appropriate support for the pupil, any family members involved.

The Principal/Head of School will be informed when a safeguarding referral has been made but does not need to know the details.

Confidentiality must be maintained and the DSL/DDSL will work with all appropriate agencies adhering to the 'Seven Golden Rules of Information Sharing' (2015): necessary, proportionate, relevant, adequate, accurate, timely and secure. The DSL/DDSL should liaise with the three safeguarding partners (local authority, police, clinical commissioning group) and other agencies as appropriate. The National Police Chiefs' Council has issued guidance for schools on when to call the police – if a child is at imminent risk of significant harm, the police should be called immediately. ([NPCC guidance](#)) Advice on the maintenance and sharing of information, including case 'files' is given in Annex C of KCSIE (2023).

When a child is identified as having suffered harm or abuse or is at risk, a plan of support will be put in place.

If children's social care teams are contacted, the DSL/DDSL will inform the family stating that there is a concern and that social care are involved, unless social care advise that this is NOT appropriate.

### Guidance on dealing with disclosures

AGGS is a place where children, young people, staff, parents/carers, and the communities feel able and confident and supported to speak up if they – or someone they know - are suffering or at risk from abuse or if they are aware of inappropriate behaviours. We aim to create and nurture a culture of openness, acceptance, and support. We accept with humility that no matter how good our vigilance, relationships, systems, policies, and processes there remains a risk that incidents of abuse may be happening without our knowing.

When dealing with a disclosure, staff should stay calm, be reassuring and not press for information. It's important not to appear shocked or disapproving of what you hear and to listen carefully. Reassure victims that they are being taken

seriously and that they will be supported and kept safe. They shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report.

It is important that staff know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation (see section below).

Staff should be aware that one presenting issue may not be the 'whole story' as safeguarding issues overlap. For example, a child disclosing sexual or physical abuse may be involved in criminal exploitation.

All concerns and details should be reported as soon as possible to the DSL/DDSL via CPOMS.

A written concern form is required as soon as possible after the conversation. This should be a factual record using the child's own words (as far as possible). The date and time of writing the report should be added.

It is the responsibility of the DSL/DDSL to make a decision on what action should be taken in response to a concern.

If a pupil is over 18, has capacity and is not a danger to themselves, permission must be obtained from them to share information they have disclosed with other agencies.

### **Early help**

Safeguarding does not always involve imminent risk of significant harm requiring an emergency response. Staff will also identify pupils who need support to stay safe and to grow and develop well but who are not at imminent serious risk. At AGGS we are guided by the Trafford Strategic Safeguarding Partnerships 'Level of Need' descriptors detailed in appendix E. The DSL at AGGS ensures good information sharing with the multi-agency teams.

Children who might benefit from early help include those with health conditions (including mental health needs), those with a family member in prison or impacted by parents/carers who are involved in criminal offences and those at risk of so-called honour-based violence (e.g. female genital mutilation or forced marriage). Those persistently absent – including for part of the day – may also benefit from early help.

## Section 4: Roles and responsibilities

### Designated Safeguarding Lead (DSL)

AGGS Designated Safeguarding Lead (DSL) is: Ms R Bond, Vice Principal.

They are responsible for coordinating child protection and safeguarding arrangements.

### Deputy Designated Safeguarding Lead (DDSL)

AGGS Deputy Designated Safeguarding Leads (DDSL) are: Mrs K Galvin, Assistant Vice Principal (Head of Sixth Form), Mr J Flanagan, Lead Senior Tutor, and Mr S Davenport, Head of RS.

They are trained to the same high level as the DSL. They can deputise and pick up safeguarding work on behalf of the DSL. Records are kept via CPOMS so that there is a consistent and accurate account.

### Principal

The Principal, Ms S Gill will:

- Ensure the Child Protection and Safeguarding Policy and Procedures are understood, implemented, and adhered to by all staff and that there is a culture of openness and acceptance that helps *everyone* in school to feel confident in reporting concerns as part of a whole school approach to safeguarding.
- Ensure that all teachers meet the expectation set out in the Teachers' Standards that they manage behaviour effectively to create a safe environment.
- Allocate sufficient time, training, support, and resources (including cover arrangements when necessary) to enable the DSL and the DDSL to carry out their roles effectively. This should include the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- Ensure all staff have the 'freedom to speak out' feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the Trust's Whistle Blowing Policy.
- Ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including online safety and ensure that online safety is explicit in teacher training, all relevant policies and as part of the DSL's role. Teaching and learning about staying safe will need to be accessible for all children, especially those who are vulnerable, victims of abuse and those with special educational needs and/or disabilities.
- Determine the approach to the safe use of mobile technologies, including 3G and 4G access to the internet.
- Ensure that arrangements are in place to make sure there is a minimum of **two contact numbers** for every child and that these are updated regularly.
- Liaise with the Local Authority Designated Officer where an allegation is made against a member of their staff.
- Ensure anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service after the appropriate procedures have been followed.

### Local Governing Body

The Local Governing Body at AGGS has specific Child Protection and Safeguarding undertakings which help monitor policy and procedure and support the Principal/Head of School and Senior Leadership Team in keeping safeguarding at the forefront of policy development. The need for governors to be trained in order to provide strategic challenge is a requirement of KCSIE (2023). These are detailed in Appendix H.

## **Staff**

All staff have a responsibility for keeping children safe. They should receive an induction that includes familiarisation with the school's safeguarding procedures. As a minimum, all staff should:

- Be aware and have an understanding of this Policy and the school's procedures relating to Child Protection and Safeguarding.
- All staff should read and familiarise themselves with Part 1 of 'Keeping Children Safe in Education' and those working directly with children and young people also need to read and be familiar with Annex A of KCSIE (2023).
- Recognise and understand the indicators of abuse (see Appendix B).
- Know what to do if they are concerned about a child's welfare (see Appendix A).
- Undertake the appropriate safeguarding training as highlighted within this Policy.
- Be aware of procedures for promoting good behaviour and managing behaviour.
- Be aware of procedures for children missing from education.

## Section 5: Specific safeguarding issues in school

### **‘Contextual Safeguarding’ and extra-familial harms**

This recognises that children, especially as they move into adolescence, are involved in wider social contexts beyond home and school. This can include public places where children and their peers ‘hang out’, in parks, on public transport etc, but which may present increased risk of child sexual exploitation, peer on peer abuse, teenage relationship abuse, radicalisation, involvement in gangs or other forms of abuse. Contextual safeguarding acknowledges that safeguarding incidents that present in school may well be related to risks outside both the setting and even the home/family environment. Such risks include (but are not limited to) sexual exploitation, criminal exploitation and serious youth violence, sometimes in combination. It’s important that we have an awareness of and assess the risks beyond the home and seek to ensure that interventions help to protect children in whatever contexts they find themselves. Contextual safeguarding is not simply about the child, however. It is about ensuring the context (the park, the shopping centre, public transport etc) is subject to a child protection assessment and intervention. For more information on this and the specific partnership role of school-based staff,

see: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

There are specific sections in this policy on child sexual exploitation serious violent crimes (including ‘County Lines’).

### **Children’s mental health**

All staff should be aware that mental health difficulties may, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should avoid, however, making assumptions that presentations of poor mental health are automatically signs of abuse.

Diagnosis of mental health problems should only be made by appropriately trained professionals such as our Educational Psychologists or colleagues in the health sector.

Where children have suffered abuse and neglect or other potentially traumatic experiences in childhood, there can be a longstanding legacy that impacts adversely on their mental health and well-being, their behaviour, and their education.

If staff have a mental health concern about a child that is also a safeguarding concern, action should be taken without delay, following the school’s referral process and/or consulting with the DSL/DDSL (see Appendix G)

### **Domestic violence and abuse**

In recent years there has been a greater recognition of the serious and negative impact of domestic abuse on children and young people, even if they are not the direct victims of violence/other forms of coercive and controlling behaviours. Children witnessing domestic abuse can cause them significant harm in the long term. Children may blame themselves for the domestic abuse or may have had to leave the family because of such abuse. Domestic abuse can happen to anyone. Domestic abuse happens across all socio-economic environments.

It is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality.

If children disclose incidents of domestic violence and abuse it is important that this is treated as a safeguarding issue.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected”.

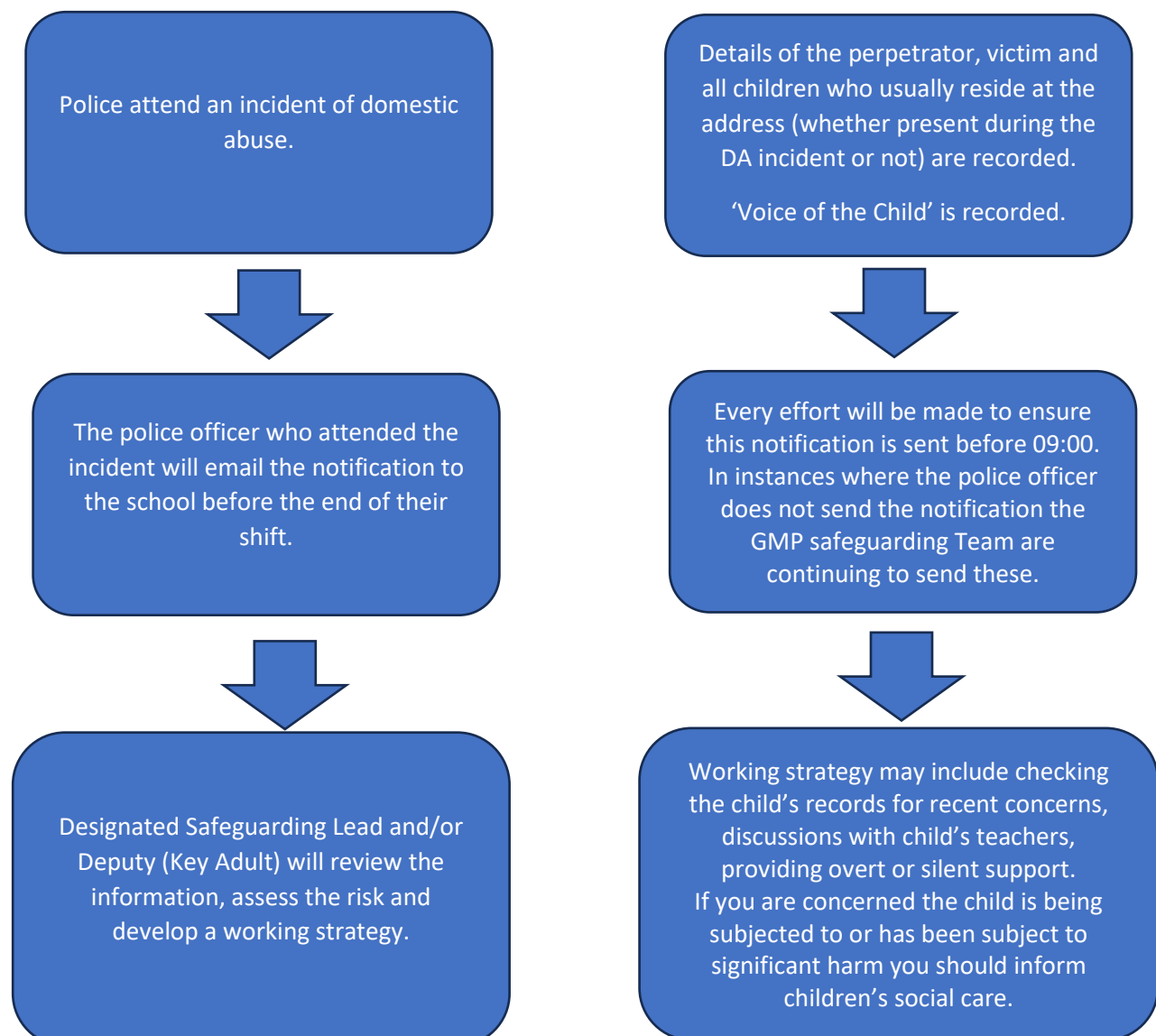
Types of domestic abuse include:

- intimate partner violence
- abuse by family members
- teenage relationship abuse
- child/adolescent to parent violence and abuse.

### Operation Encompass

This programme helps AGGS and the police to work better together to provide emotional and practical help to children. When the police are called to an incident of domestic abuse where children are present the police inform the main contact (usually the DSL/DDSL) before the children arrive at school the following day. In this way, appropriate support can be offered to the child.

The way that it works in Trafford is detailed in the Trafford Strategic Safeguarding Partnership documents as follows:



## Homelessness

Being homeless or at risk of homelessness presents real risks to children's welfare. It's important that the DSL/DDSL knows how to make referrals to the relevant local housing authorities. Referring to the local housing authority does not replace the need for a specific safeguarding referral to children's social care if a child has been harmed or is at risk of harm.

Whilst most instances of homelessness will relate to a child's family it is possible that 16/17-year-olds are living independently of their parents/carers. Where there is a risk of homelessness, children's services will be the lead agency. If children below the age of 16 are living independently, this is clearly a safeguarding issue.

## Cybercrime (e.g. 'hacking', spreading of malware)

Cybercrime broadly refers to criminality performed using computer and digital technology. The crime may happen offline but be enabled by the use of technology or may occur online. Where children and young people are involved in this kind of activity there are the same safeguarding concerns that would exist in relation to involvement in any other form of criminality. Annex B of KCSIE (2023) details the typical forms that cybercrime can take and potential signposting that can be made to support children and families.

Children may become caught up in cybercrime inadvertently through, for example, forums that exist around gaming, but which use the attraction of a game to lure young people in and groom them.

## Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. We have experienced cases of child abduction by parents/carers and family members within Bright Futures. Child abduction can be committed by:

- parents or other family members
- by people known but not related to the victim (such as neighbours, friends, and acquaintances)
- by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence it is important, they are given practical advice on how to keep themselves safe. Lessons at AGGS will focus on building children's confidence and awareness rather than simply warning them about 'strangers'.

## Preventing Extremism and Radicalisation – The 'Prevent Duty'

*'The purpose of Prevent is at its heart to safeguard and support vulnerable people to stop them from becoming terrorists or supporting terrorism. Our Prevent work also extends to supporting the rehabilitation and disengagement of those already involved in terrorism. Prevent works in a similar way to programmes designed to safeguard people from gangs, drug abuse, and physical and sexual abuse. Success means an enhanced response to tackle the causes of radicalisation, in communities and online; continued effective support to those who are vulnerable to radicalisation; and disengagement from terrorist activities by those already engaged in or supporters of terrorism.'* **CONTEST: The United Kingdom's Strategy for Countering Terrorism (2018)**

Protecting children from the risk of extremism and radicalisation is seen as part of our wider safeguarding duties at AGGS. It is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. There should be planned opportunities in the

curriculum for students to learn about positive social values (referred to in 'Prevent' as 'British values') as defined below (see also Section 6)

Radicalisation refers to the process by which a person comes to support terrorism or other forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with influences such as family or friends. For some with needs relating to 'belonging' and 'identification', an extremist or terrorist group may appear to provide an answer. The internet and the use of social media, in particular, has become a major factor in the radicalisation of young people.

It is easy to assume that the risk of radicalisation is only associated with certain communities and belief systems. We should avoid those assumptions and remember that extremism happens at both ends of the political spectrum and involvement in activities such as, for example, extreme and violent animal rights campaigns, extreme left/right wing politically activity can equally lead to a child being at risk of radicalisation.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These can include:

- Spending an increasing amount of time in the company of other suspected extremists.
- Changing style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming more centred on extremist ideology, group, or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group, or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group or cause.
- Communications with others which suggests identification with a group, cause, or ideology, including the use of 'scripted language'.
- Using insulting or derogatory names for another group.
- An increase in prejudice-related incidents committed by that person. These may include:
  - Physical or verbal assault.
  - Provocative behaviour.
  - Damage to property.
  - Derogatory name calling.
  - Possession of prejudice-related materials.
  - Prejudice related ridicule or name calling.
  - Inappropriate forms of address.
  - Refusal to co-operate with reasonable rules of compliance.
  - Attempts to recruit others to prejudice-related organisations.
  - Condoning or supporting violence towards others

**Extremism:** Vocal or active opposition to positive social values (referred to as 'British values') as defined below. This also includes calls for the death of members of any of the British armed forces, whether in this country or overseas. The Crown Prosecution Service defines extremism as 'The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify, or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts.
- Foster hatred which might lead to inter-community violence in the UK.'

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

**‘British Values’/positive social values:** Democracy, the rule of law, individual liberty and mutual respect and acceptance of those with different faiths and beliefs.

### **Reporting concerns:**

Recording and reporting concerns about a child who may be at risk due to radicalisation are carried out in the same way as other safeguarding concerns. If, however, a referral is made or advice is sought from statutory agencies, the referral may be passed on to a ‘Channel’ team for specialist assessment and intervention. At AGGS we would refer in the first instance through Trafford First Response.

The DSL should consider if it would be appropriate to share any information with a new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the ‘Channel’ programme and have that support in place for when the child arrives.

### **Child Sexual Exploitation**

Child sexual exploitation (CSE) has been prominent in the press in recent years. Cases in Rotherham, Rochdale and Oxford have been widely reported but the prevalence of CSE is not limited to any particular geographical locations nor to specific communities.

**CSE is a form of sexual abuse.** Children are sexually exploited for money, power, or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection, or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. There may be links between sexual exploitation and criminal exploitation where an abusive sexual relationship between a child and an adult may be used to coerce and control the child into carrying out criminal activities.

Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and/or education at some point. Some of the following signs may be indicators of sexual exploitation where children:

- Appear with unexplained gifts or new possessions.
- Associate with other young people involved in exploitation.
- Have older boyfriends or girlfriends.
- Suffer from sexually transmitted infections or become pregnant.
- Suffer from changes in emotional well-being or menstrual problems.
- Misuse drugs and alcohol.
- Go missing for periods of time or regularly come home late.
- Regularly miss school or don’t take part in education.

Children may not realise they are being exploited and abused; they may be manipulated into believing that they are in a ‘romantic relationship’.

### **Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long-lasting, harmful consequences.

Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM or have already suffered FGM.

**Known or suspected cases of FGM should always be reported.** Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales **to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

FGM is internationally recognised as a violation of the human rights of girls and women. It is illegal in most countries, including the UK. Victims of FGM are likely to come from a community that is known to practice FGM and signs that may indicate a child has undergone FGM include:

- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from their group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

## **Forced Marriage**

Forcing a person into marriage is a crime in England and Wales. 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, and/or emotional and/or psychological. A lack of full and free consent can be where a person does not consent or where they do not have the capacity to give informed consent (e.g. if they have learning disabilities that specifically impact on that capacity).

Some communities use religion and culture as a way to coerce a person into marriage. Schools have a duty to report cases of Forced Marriage to the police (as it is a crime) and to the Forced Marriage Unit in the Foreign and Commonwealth/Home Office. Schools should not attempt to facilitate any kind of 'family counselling' or conferencing in relation to alleged forced marriage issues.

Further information is available at: [MULTI-AGENCY GUIDANCE ON FORCED MARRIAGE](#)

## **So-called 'honour based' Abuse and Violence**

So-called 'honour based' abuse and violence encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. It may include Female Genital Mutilation, forced marriage and practices such as breast ironing. All forms of honour-based violence are abuse (regardless of motivation) and should be handled and escalated as such. If any member of staff has any concerns at all regarding honour-based abuse they must speak to the DSL/DDSL. Professionals in all agencies and individuals and groups in communities need to be alert to the possibility of a child being at risk of or having already suffered honour-based abuse. **By the time that a disclosure is made it may be necessary to act very quickly to protect a child.**

## **Modern Slavery and Human Trafficking**

Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking.

These crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

It is possible to be a victim even if consent has been given to be transported. Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

There are several broad categories of exploitation linked to human trafficking, including:

- Sexual exploitation
- Forced labour – this is often seen in ‘cash only’ settings such as car washing, agriculture, mobile catering
- Domestic servitude
- Human organ ‘harvesting’
- Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc
- Forced marriage and illegal adoption

In some cases, modern slavery is only discovered by children disclosing their parents’ situations at school. Where there is suspected modern slavery, advice should be sought immediately from the police by the DSL/DDSL or via the Modern Slavery Helpline: 08000 121 700.

There is a National Referral Mechanism for victims (or potential victims) of modern slavery and a duty on specified public authorities to notify cases. Only specified organisations such as, for example, the police, NSPCC, local authorities can refer and may, therefore, need information from schools. The guidance is available at [MODERN SLAVERY](#)

### **Self-Injury/Harming**

Self-harm is when somebody hurts themselves on purpose. People usually do it because something else feels wrong. It seems like the only way to let those feelings out. It is a very common behaviour in young people and affects around one in 12 people with 10% of 15–16-year-olds self-harming.

If people self-harm it is usually as a result of another problem. It can happen if they are feeling anxious, depressed, stressed or bullied and feel they don’t have any other way of dealing with these issues. Often self-harming brings only temporary relief.

Self-injury/harm describes a wide range of things children do to themselves in a deliberate and usually hidden way. In the vast majority of cases self-injury remains a secretive behaviour that can go on for a long time without being discovered. Self-injury/harming can be a coping method for some young people. It can involve:

Cutting, often to the arms, using razor blades, broken glass, scissors, or a pair of compasses (can include scratching, picking, biting or scraping).

- Burning using cigarettes or caustic agents.
- Punching and bruising.
- Inserting or swallowing sharp objects or harmful substances.
- Head banging (hitting themselves against objects).
- Pulling out hair, including eyelashes and/or eyebrows.
- Restrictive or binge eating.
- Overdosing.

- Self-neglect.
- Alcohol abuse.
- Taking undue personal risks.
- Sleep deprivation.

**\*Please see Appendix F for more detail.**

### **Peer-on-Peer/child on child Abuse: sexual violence and sexual harassment between children**

Children can abuse other children. We take a collective view that it **could** happen here, no matter how vigilant we believe we are. There are many different forms peer-on-peer abuse can take. It can happen in school, out of school and in the digital worlds that young people increasingly occupy. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children can be at risk of harm from online abuse as well as face to face. Online abuse may include:

- Abusive, harassing and misogynistic messages: 'physical abuse' includes an online element that facilitates, threatens and/or encourages physical abuse
- Non-consensual and consensual sharing of indecent nude and semi-nude images and/or videos especially around chat groups (previously referred to as 'sexting')
- Sharing of abusive images and pornography to those who have no wish to receive such content.
- Current data suggests that perpetrators are much more likely to be male and victims female – but we should be vigilant to peer on peer abuse between people identifying as any gender.
- Perpetrators may operate in groups rather than as individuals

Additionally abuse between young people may include, but is not limited to:

- Gender based violence including in the context of intimate personal relationships between peers
- Sexual assaults; 'sexual violence' includes an online element which facilitates, threatens and/or encourages sexual violence
- Name calling and bullying (including cyber bullying) and prejudice-based and discriminatory bullying
- Coercing someone to engage in sexual activity without consent (e.g. forcing someone to strip, touch themselves sexually or coercing them into sexual activity with a third party)
- Violent, humiliating, coercive initiation or 'hazing' activities – including any online elements.

It is important that we all recognise the possibility of sexual abuse between children whether or not it is reported. Learning about good, safe relationships and what to do if you feel unsafe should form part of students' learning.

'Upskirting' is now a **criminal offence** under the Voyeurism (Offences) Act 2019 and is defined as: typically when a photograph is taken under a person's clothing without their permission, for sexual gratification or to cause the victim humiliation, distress or alarm.

Any form of peer-on-peer abuse, like any other abuse, should be treated seriously, challenged and not tolerated. There is a risk that ignoring abusive behaviour or passing it off as 'banter' creates a culture where sexual abuse becomes normalised. Where staff have concerns or receive a disclosure the child should be re-assured and supported and the DSL/DDSL informed as soon as possible so that appropriate action – including referral to other agencies – can be taken. Action may also be taken without the need for a formal disclosure, for example, an adult may overhear a conversation or may learn of abuse by directly questioning a student.

If there is an online element to the alleged abuse, staff may confiscate any mobile devices that may contain evidence and hand these to the police.

Children may be harmed by other children or young people and there will be occasions when a pupil may exhibit sexual violence and/or harassment. Research suggests that up to thirty per cent of child sexual abuse is committed by someone under the age of 18. Evidence suggests that girls, children with SEND and LGBTQ+ children are at greater risk. The management of children with sexually harmful behaviour is complex and all schools within the Trust will work with other relevant agencies to maintain the safety of their whole school community. Children who display such behaviour may be victims of abuse themselves and the child protection procedures should be followed for alleged victims and perpetrators. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to their DSL/DDSL as soon as possible.

Specific guidance on sexual violence and harassment between children was issued in December 2017 and re-published in May 2018; it was further updated in 2021 and is available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999239/SVSH\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf)

Importantly, all staff need to be clear that:

- Sexual violence/harassment are not acceptable
- Sexual violence/harassment should never be dismissed as 'banter', 'having a laugh', 'boys will be boys'
- Behaviours such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts **must be challenged**; dismissing or tolerating such behaviours risks normalising them.

Extensive guidance is provided in Part 5 of Keeping Children Safe in Education (2023).

At AGGS, child-on-child abuse is treated in the same way as any other safeguarding concerns. Incidents need to be recorded and referred on to the DSL. We are specifically aware of the additional vulnerabilities (such as SEND) and will support children and families in overcoming barriers to 'speaking up' about abuse.

Managing situations where an alleged perpetrator and victim are in the same school is often difficult, as is the balance of risk. The wishes of the victim and the need to safeguard all children and young people need to be considered and arrangements formally recorded. The DSL will need to work in partnership with other agencies to manage allegations, investigations, the safety and well-being of all concerned and any outcomes.

Where an allegation of sexual violence/harassment is progressing through the criminal justice system it is important that schools do everything they can to maintain the anonymity of everyone involved, including having an awareness of the potential for social media to be used to spread rumours. The DSL will usually lead any risk assessments where there has been an allegation of sexual harassment/abuse and will consider: the victim, the potential for other victims, alleged perpetrators, all who may need protection (adults and children), the physical context of any incident and whether any actions are needed to make the location safe.

## **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level bullying can have a disastrous effect on a child's wellbeing and, in very rare cases, has been a feature in suicide. The school's Anti-Bullying Policy should be referred to in all instances where bullying is suspected, and action taken to ensure that bullying is prevented and responded to effectively. Cyber-bullying can be particularly harmful to victims as there is often no refuge from the platforms that enable this to be perpetrated. It is important that children and young people learn about the need to use technology responsibly and understand the seriousness of online abuse. Prejudiced-based and discriminatory bullying need to be specifically referenced and with a description of both preventative measures and reactive procedures.

## **'County Lines', serious violent crime and criminal exploitation**

Criminal exploitation is sometimes referred to as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs or engage in other forms of criminal activity. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs. No one really knows how many young people across the country are being forced to take part, but The Children's Commissioner estimates there are at least 46,000 children in England who are involved in gang activity. Gang activity may involve children of different genders although their activities may be different.

Often, these children are seen as criminals. Criminal gangs deliberately target vulnerable children – those who are homeless, living in care homes or trapped in poverty. These children are unsafe, unloved, or unable to cope, and the gangs take advantage of this.

The gangs groom, threaten or trick children into trafficking their drugs for them or carrying out other crimes. They might threaten a young person physically, or they might threaten the young person's family members. The gangs might also offer something in return for the young person's cooperation – it could be money, food, alcohol, clothes and jewellery, or improved status – but the giving of these gifts will usually be manipulated so that the child feels they are in debt to their exploiter.

Any suspicion that children are involved in these activities must be reported via the normal safeguarding routes. Even though children may have committed criminal acts themselves they need to be treated as victims of abuse.

Typical signs of potential involvement in criminal exploitation are:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work and decline in performance
- Unexplained money, phone(s), clothes, or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places or unknown people appearing to 'take over' the child's home ('cuckooing') especially if the child is living independently.
- Vehicle crime and threatening/committing serious violence
- Children carrying weapons for protection
- 

## **Safeguarding Students with Special Educational Needs, Disabilities and Medical Needs\***

KCSIE (2023) makes further specific reference to the safeguarding of particular groups of children and young people. There's a concern that for children with SEN and disabilities, their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should consider whether that is a sign of potential abuse, and not simply see it as part of their disability or their special educational needs.

Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Schools should make sure that children with SEN and disabilities have got a greater availability of appropriate mentoring and support.

At AGGS we have clear procedures for managing prescription medicines which need to be taken during the school day. All staff are given clear guidance on the administration of medicines. All staff are issued with information at the start of each academic year which outlines the students with the asthma, diabetes, anaphylaxis and epilepsy. Staff have responsibility

to check the medical information for all the classes they teach. All staff will be notified of any changes throughout the academic year. ***\*Please read the Bright Futures Medical Policy for more details.***

## **Safeguarding children from groups who may experience increased vulnerability**

### **Looked after children, children who need a social worker, those on the edge of care and care leavers**

The most common reason for children to become 'looked after' is as a result of abuse or neglect. Staff at AGGS have the necessary skills and understanding to keep Looked After children safe. Appropriate staff will have access to information about a child's Looked After status and care arrangements, including the level of authority delegated to the carer by the local authority caring for the child. The designated LAC staff member will have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Once children come into the care system, they are afforded special status and protection. This is not the case for children on the edge of care. Schools need to be aware of those children and young people who are known to social care but who are not formally in the care system. The safeguarding of this group of people also needs careful planning.

Those who leave care, perhaps by being adopted, have the advantage of achieving a long-term family context. Even so, their safeguarding needs and issues will need to be considered and planned for.

When children have an allocated social worker, it is usually because of safeguarding or welfare needs. The child may have complex family circumstances or have suffered abuse and neglect. Experiencing adversity and trauma can leave children vulnerable to further harm. They may be educationally disadvantaged through barriers to attendance, difficulties with learning, presentations of poor behaviour and poor mental health.

DSLs should be made aware when a child has a social worker. This enables the DSL to ensure that decisions are made in the best interests of the child's safety, welfare and educational outcomes. Moreover, knowing the vulnerabilities associated with a child who has an allocated social worker should inform decisions about safeguarding (e.g. responding to absence where there might be an increased safeguarding risk) as well as considering ways in which they might access additional support to improve their engagement and educational outcomes. Helpful advice on this is available from the interim review: 'Improving the educational outcomes of Children in Need of help and protection' and final review 'Help, protection, education' (2019) both available [HERE](#). ***Please read the Looked After Children Policy for more details.***

### **Children missing/absent from school**

Each school will closely monitor attendance, absence and exclusions. A child regularly missing school is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL/DDSL will work with the school's attendance officers to monitor any unauthorised absence and take appropriate action, including notifying the local authority if appropriate, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. The school will ensure all staff are aware of the importance of, and be alert to, signs of children being at risk of female genital mutilation, forced marriage, forced labour and/or travelling to conflict zones or involvement in criminal exploitation (online or in person).

### **Privately fostered children**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or under the age of 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture, and children may be privately fostered at any age under the limit. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important the schools are alert to possible safeguarding issues, including the possibility a child has been trafficked into the country. If a member of staff becomes

aware a pupil may be in a private fostering arrangement, they should raise this with the DSL/DDSL who should notify the appropriate local authority of any concerns that may be linked to the placement. Any safeguarding concerns about the child or placement which arise following the placement should be reported to Children's Social Care. (see DfE statutory guidance: [HERE](#))

### **Children who are lesbian, gay, bi or trans (LGBTQ+)**

There is no reason why children who are LGBTQ+ should be seen as inherently at greater risk of harm and abuse. However, they may be targeted for bullying or suffer exclusionary pressures. It is important that LGBTQ+ children have a trusted adult and a 'safe space' where they can express any concerns. It is equally important that all Bright Futures schools work to become more inclusive thereby reducing incidents of intolerance and bullying.

### **Other vulnerable learners**

Other children may have an increased risk of abuse. Many factors can contribute including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur. To ensure all pupils receive equal protection, all staff should give special consideration to those who are:

- Disabled
- Young carers
- Affected by parental substance misuse, domestic violence or parental mental health needs
- Asylum seekers
- Living away from home
- Vulnerable to being bullied or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Live in frequently disrupted and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation (FGM)
- At risk of forced marriage
- At risk of being drawn into extremism
- Attending 'alternative provision' (see Appendix I for detailed guidance)

The above list provides examples of additional vulnerable groups and is not exhaustive.

### **Children in the Court System**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

Making arrangements for the custody of children via the family courts following separation can be stressful and entrench conflict in families. This can be particularly stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. <https://helpwithchildarrangements.service.justice.gov.uk/>

### **Children with parents/carers in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre for Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. <https://www.nicco.org.uk/>

## **Attendance, Exclusions, Children Missing from Education and Safeguarding**

Good attendance at school is a protective factor for children. Parents also have a legal obligation to ensure that their children attend school every day unless there is a good reason for absence. Unexplained absences from school can indicate an increased risk of child sexual exploitation, radicalisation, neglect, 'county lines' or other forms of harm and abuse.

In accordance with schools' Attendance Policies, absences must be rigorously pursued and recorded. At AGGS, in partnership with the appropriate agencies, must take timely action to pursue and address all absences in order to safeguard the welfare of students in its care. The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA) or Common Assessment Framework (CAF), and form part of the evidence relating to child protection procedures. We implement the statutory requirements in terms of monitoring and reporting children missing education (CME). A student should not be taken off roll until we are sure of the pupil destination or instructed to do so by the Local Authority. We understand how important this practice is in safeguarding students. Should a student leave the building without permission a call is made to a member of the leadership team who will contact the police and ensure the parent/carer is notified. The incident, police reference number and any relevant outcomes are logged. All parents/carers who are collecting a student from AGGS during the school day will be asked to sign the student out in the signing out book. The Designated Safeguarding Lead will be informed when a fixed term suspension or permanent exclusion is being discussed and any safeguarding issues will be considered. Local governors on exclusion panels need to be satisfied that any safeguarding issues that may arise from an exclusion are properly managed. Where it is felt that a student is likely to be permanently excluded a full assessment will be instigated to ensure that there is improved understanding of the needs of the student and their family and that the key agencies are involved.

### **Part time timetables**

Occasionally schools may make a time-limited use of part time timetables for specific students. These should only be used to support the learning and/or medical needs of a student and to promote the re-integration and inclusion of students with particular needs.

Before a part time timetable is considered, a full risk assessment should be carried out with the help of the DSL to ensure that any potential or actual safeguarding issues are identified and properly managed. Regular and frequent reviews of the arrangements should be conducted to evaluate the success of a part time timetable arrangement and to ensure that no safeguarding risks have materialised or increased. The rationale for a part time timetable arrangement, the risk assessments and regular impact reviews and subsequent decisions all need to be formally documented.

### **Elective Home Education**

Parents have a right to elect to home educate. During the period of the Covid 19 pandemic there has been a significant increase nationally in the numbers of children being electively home educated. Where schools come across such requests and arrangements it is important that any on-going safeguarding concerns are properly communicated by the DSL to the relevant partner agencies. Where there are serious safeguarding concerns or the child is subject to a child protection plan/enquiries, an urgent referral should be made to children's social care.

## Section 6: Safeguarding in the Curriculum

One of the most effective ways to safeguard children, within and beyond the school is for them to learn about how to keep themselves safe in a range of different situations. Confident children who have learned how to deal with difficult and unfamiliar situations and who know how to speak out if things are wrong will also know how to stay safe.

From early years right through to post-16, schools should be active in preparing pupils for life in modern Britain and show vigilance in identifying any signs that fundamental positive social values (referred to sometimes as 'British Values') are being undermined. Having explicit and planned opportunities in the curriculum for students to learn about positive social value is an important way for us to discharge our 'Prevent' duties. Pupils with low aspirations may be more vulnerable to radicalisation and all schools will work to equip their pupils with confidence, self-belief, respect, and tolerance as well as setting high standards and expectations for themselves.

The curriculum in all schools will promote respect, tolerance and diversity and help pupils to understand and manage risks and keep themselves safe. Schools can play an important role in preventative education, helping students to learn that sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual harassment/violence are unacceptable. Subject to students' age and developmental stages they can be taught boundaries and consent, stereotyping, prejudice and equality, body confidence and self-esteem. They may also learn how to recognise and deal with abusive relationships and the laws to prevent abuse, including FGM.

This may be done through a variety of ways, including (but not exclusive to):

- Different strands of the curriculum e.g. Specific eSafety, PSHE, Rights Respecting School Standards.
- Themed assemblies.
- Staff working with pupils to help them think about risks they may encounter and work out how these risks might be overcome.
- Discussions about risk are empowering and enabling for all pupils and promote sensible behaviour rather than fear or anxiety.
- Relationships, health, and sex education (compulsory for phased implementation from September 2020) provide opportunities for learning about safeguarding. (Relationships education - for all primary schools...relationships and sex education - for all secondary schools...health education - for all pupils in state-funded schools) Teaching and learning within this area can provide a good opportunity for students to learn about safe and healthy relationships as well as the risks of exploitation.
- Pupils learning through experience how to conduct themselves in a range of different situations, including preparation for the workplace.
- Encouraging pupils to share their views and recognise they are entitled to have different beliefs.
- Pupils being taught about how to deal with bullying, including cyber bullying, and how to stay safe when using the internet.
- Pupils being encouraged to speak to a member of staff about any worries they may have.
- AGGS and the Trust continually promoting and demonstrating an ethos of respect for all through the Vision, Mission, Values and Commitments.

### Online Safety and mobile device/phone use

Please refer to the Trust's E-Safety Policy. For online safety, there was a greater emphasis in KCSIE (2021) that online safety must be considered as part of the whole school approach to safeguarding and not as a separate issue. Most children are using data on their phones, on the 3G or the 4G network. In schools, this means that not only must staff think about filtering and monitoring within the school's infrastructure, they also need to have a policy about children accessing the internet whilst they're at school. A clear policy on the acceptable use of mobile technology needs to be made known to all students. This should also deal with cyber-bullying. The DfE has published guidance (June 2019) on teaching online safety available via this [link](#).

KCSIE (2023) contains additional guidance re: online safety in Part 2. Specifically, governors and trustees need to be assured that the filtering systems in place are sufficiently effective and robust to prevent students accessing harmful material. Further guidance is provided in KCSIE (2023) relating to filtering and monitoring in school with specific duties placed on the DSL to understand how filtering and monitoring works in schools and its effectiveness. All staff need to be aware of their role in checking and identifying where filtering and monitoring systems are not having the necessary impact.

It is important that parents/carers are engaged in helping to children to navigate digital worlds safely, including awareness about risks such as online gambling. It is important that E-safety is regularly reviewed because it is a rapidly changing context in which new and changing risks emerge.

As schools embraced digital platforms to support learning off site during the 2020/21 lockdowns, there has been far more scope for online abuse to occur. It is important that all online activities are properly assessed in terms of safeguarding, especially where there are live lessons. Students and staff need to be clear on the expectations associated with online learning and need to be aware of indicators of possible harm that can be seen through online learning. Appropriate filtering and controls need to be in place and only approved online meeting platforms used. DSLs should be involved in advising and assessing approaches to online learning from a safeguarding point of view.

Any teaching conducted virtually should adhere to the same high professional standards expected in all other contexts. We will need to ensure that any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Andrew Hall, safeguarding consultant, has offered the advice (below) for online lessons, especially if live webcams are used. Safe ways to work with students remotely include provision for students to access approved online resources or to have links to resources that the school has pre-recorded.

Specific considerations if online (live):

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Access to any live session must be by password/controlled admittance
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use approved platforms to communicate with pupils, noting that Teams and Zoom in particular have improved their security and password access arrangements.
- Staff should record, the length, time, date and attendance of any sessions held. Any safeguarding concerns observed or highlighted during any communication with students must be recorded and reported following the usual systems.

### **Filtering and Monitoring**

The Trust will ensure that appropriate filtering and monitoring systems are in place to prevent children accessing potentially harmful content and being aware when this may have happened so that a safeguarding check can be made. Filtering and monitoring systems need to be reviewed at least annually with a balance being struck between blocking harmful content without unreasonably impacting teaching and learning. The filtering and monitoring standards are set out here: [FILTERING AND MONITORING](#)

## **Photography and Images**

Any person taking photographs, video or any other images of the school and/or the pupils must comply with the regulations as set out in the Trust's eSafety and General Data Protection Regulation Policies.

## **Educational trips, visits and residential activities**

Approvals for educational trips and visits, advance and dynamic risk assessments should always take account of any safeguarding issues.

In cases where activities take place beyond the normal school day, and are provided by AGGS, the Child Protection and Safeguarding Policy will apply. If other organisations provide services or activities on a school site, the individual school will be responsible for checking these organisations have appropriate safeguarding procedures in place.

## **Off-site Activities**

When pupils attend off-site activities, including day and/or residential visits and work related activities, the individual school will check effective child protection arrangements are in place as part of the risk assessment undertaken before any and each such activity.

## **Work Experience**

There are procedures in place to safeguard pupils undertaking work experience which are in accordance with the guidance in KCSIE 2023 (page 82). This includes arrangements for checking people who provide placements and supervise pupils to ensure that providers have robust policies and procedures in place to protect children from harm. When students under the age of 18 are placed in Bright Futures schools on work/college experience a proper risk assessment should be undertaken. Where people undertaking work experience in BRIGHT FUTURES schools are 16- and 17-year-olds, there should be a formal assessment to determine if they are engaged in 'regulated activity' and need to be subject to a DBS check and/or appropriately supervised.

## **'Homestay' exchange visits, including visits abroad**

Annex D of KCSIE (2023) provides specific advice and guidance on the management of 'homestay' visits where children and young people's care and accommodation are organised through staying with a 'host' family. All arrangements of this kind in Bright Futures schools should follow the KCSIE (2023) guidance. The regulations governing UK-based 'homestay' arrangements are different from those abroad.

Specifically, where a school/college arranges a UK 'homestay', they should use all available information to assess the suitability of the accommodation, including (from September 2018) the requirement for adults in the host have an enhanced DBS check.

Where schools arrange 'homestay' accommodation abroad, it will not be possible to carry out a DBS check. Schools and colleges should liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. They should use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. Parents/carers should be aware of agreed arrangement. Schools and colleges are also free to decide whether they consider it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK. In such circumstances, the school will follow the guidance in KCSIE 2023, Annex D, to ensure the hosting arrangements are as safe as possible.

## **Students placed in alternative provision**

When AGGS places students in alternative provision, the school remains responsible for the safeguarding of the students placed in that provision. Therefore, we will obtain a written statement from the provider that they have completed all the necessary vetting and barring checks that are necessary on their staff and need to be satisfied that safeguarding arrangements are effective. Specific guidance is provided on this in: 'The Effective Use of Alternative Provision – Advisory Note May 2021' included for reference as Appendix I.

## **Visitors to schools**

### **Planned Visits by Parents/Carers, Agencies and Other Visitors**

- All visitors to a school will be asked to sign in at Reception and will be issued with the school's visitor badge.
- All visitors will be issued with the school's leaflet explaining the Child Protection and Safeguarding procedures.
- Visitors should remain in the Reception/Waiting area until the person they are asking to meet arrives. They should not make their own way to meet with a member of staff.
- Any persons who are attending the school to speak in any capacity should ensure they have read and understood the Trust's Visiting Speakers Agreement and previously submitted their signed agreement, a copy of which should be at Reception for when they arrive.
- Visitors must not be unaccompanied during any part of their visit unless a DBS has been seen.
- At the end of the visit, the member of staff meeting the visitor should escort them to the reception area so they can formally sign out.

### **Unplanned Visits by Parents/Carers, Agencies and Other Visitors**

- All visitors to a school will be asked to sign in at Reception and will be issued with the school's visitor badge.
- A visitor will be asked who they would like to see and the receptionist will see if the person is available.
- If the person is available, procedures will then follow as for planned visits above.
- If the person is not available or cannot be located the visitor will be asked to make an appointment with the person they wish to meet with and to return at that time.
- If the visitor wishes to meet with someone as a matter of urgency, another appropriate member of staff should be located who is available to meet and then the same procedures as above will be followed.
- Parents who are at the school to either deliver or collect their child outside of normal hours will not need to sign in, but they should wait in reception for their child to come to them.

## **Volunteers at the School**

- Any person who is a volunteer which involves attendance at the school site, including local governors, will undergo the statutory checks commensurate with their role at the school and contact with pupils.
- Included in KCSIE 2023 is a requirement for schools to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. If the volunteer is not involved in regulated activity, then we are not legally allowed to do a barred list check.
- Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised by a member of staff or be allowed to engage in regulated activity.

## **Contractors**

- AGGS will check the identity of all contractors working on-site and, where appropriate, request DBS checks.
- Contractors will be requested to sign in at Reception and will be given a school badge indicating they have permission to be on the site.
- Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

- Even where contractors have been appropriately checked and cleared, there should be an assessment of their suitability to work unsupervised in their initial days with the school.

## **Road Safety**

- The school is a split site school, located on 3 main sites.
- Each of the main entrances to the site is accessed by a key coded system between the school day (8.30-3.45pm). Outside these times, staff swipe their badges to gain entry to the school building.
- All students must move between the three sites to utilise the necessary specialist equipment in different buildings.
- Reminders are given to all students about safety when crossing at the Zebra crossing on Cavendish Road as well as when using the pedestrian refuge on St Margaret's Road. This is delivered through form time, assemblies and letters to parents/carers.
- Students in Year 7-9 are also reminded that they are not to travel to the Devisdale/Sixth Form site unless they are with another student. Students are reminded to see the Pastoral Assistant if they are on their own and need to travel to the Devisdale/Sixth Form. These reminders are delivered by the Senior Tutor, assemblies and through letters to parents/carers.
- A letter is sent to all parents/carers of students joining the school in Year 7 to ask them to remind their child about the importance of adhering to the Highway Code and there is regular communication requesting parents/carers to park away from the main entrance to the school site between 8.15 – 3.45pm.

## Section 7: Staffing issues

It is important that all staff work safely at all times, adhering to all relevant policies and codes of conduct and fulfilling their safeguarding responsibilities.

### **Safe and Fair Recruitment**

The Trust has a 'Safe and Fair Recruitment Policy...' that details actions to be taken to ensure that the processes for the recruitment and appointment of staff adhere to standards of best practice in relation to safeguarding. In response to KCSIE (2020) the Trust has decided to maintain a Single Central Record (SCR) within each academy and one for centrally employed staff rather than having a Trust-wide register. This allows swift local access, management and updating of the SCR. In line with KCSIE (2023) all staff will be added to the SCR (even if they only work for part of the week). Where staff from agencies/supply or third-party employers (eg catering and cleaning) schools must have a formal record that written notification has been received confirming that appropriate checks have been carried out on the individuals.

Also, in line with KCSIE (2023), Section 128 checks will be carried out on: local governors, trustees, headteachers, members of school Senior Leadership Teams and departmental heads. If someone has been prohibited from the management of schools, this should appear on their DBS certificate.

Consideration will be given to an online search for relevant, publicly available information on all candidates made a conditional offer of employment. Any concerns will then be explored with candidates. Such searches will be carried out by HR colleagues.

### **Safeguarding allegations against staff and safeguarding concerns**

Occasionally there will be allegations made against staff that relate to safeguarding. Allegations sometimes arise over time during which 'concerns' about conduct or behaviour may have become apparent ahead of any specific allegations being made. It is important that concerns are addressed promptly and effectively.

Inappropriate behaviour towards pupils is unacceptable and staff conduct must be beyond reproach. The Trust has guidance for staff on safer working practices in schools and this should be adhered to by all employees. Any complaints about the behaviour of a member of staff from a parent or member of the public will be dealt with in line with the Trust's policy on managing allegations against staff. If staff are concerned about the conduct of a colleague towards a pupil they should take their concern to the Principal who will follow the correct procedure in line with Trust policies. The culture across the Trust should be one in which people feel empowered to raise concerns about others' conduct in good faith. Sometimes, raising 'low level' concerns about a colleague's conduct can help them to change their behaviour and address the concerns before any harm occurs. In other cases, multiple reports of 'low level' concerns may indicate a pattern of repeated inappropriate behaviour that needs to be addressed formally. Examples of some 'low level' concerns are given in paragraph 426 of KCSIE (2023).

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

As a last resort, staff are able to call the NSPCC Whistle-blowing Helpline on 0800 028 0285. Any allegations made to a school concerning staff who no longer work for Bright Futures should be referred to the DSL who will, in turn, refer to the Trust's Head of HR and Strategy. Any historical allegations made regarding a current member of staff should be referred to the DSL for immediate referral to the Principal who will contact the Local Authority Designated Officer. Staff, parents, governors, and trustees should be aware that publication of any material that may lead to the identification of a member of staff who is the subject of an allegation is prohibited by law. Publication includes verbal communication or writing, including content placed on social media sites.

The government organisation responsible for teacher misconduct is, from April 2018, the Teaching Regulation Agency, formerly a division of the National College for Teaching and Leadership.

### **Supply teachers/agency workers**

There may be occasions when allegations are made against an individual who is not a direct employee of Bright Futures, for example, a supply teacher provided by an agency.

Even though the Trust is not the employer, we must ensure that safeguarding allegations are dealt with properly. It is not appropriate for any BRIGHT FUTURES school or setting simply to cease using a supply teacher as a way of managing safeguarding allegations. In accordance with our policy on managing allegations against staff, a fact-finding exercise needs to be conducted and there should be liaison with the local authority designated officer (LADO) to determine the appropriate process and outcome. BRIGHT FUTURES will liaise with the agency/employer who will decide on next steps which could be suspension or temporary change of duties whilst any investigation is carried out.

As the employer, supply agencies should be fully involved and co-operate in enquiries from the LADO, police and/or children's social care. It will usually be necessary for the BRIGHT FUTURES school to take the lead in the investigation because we will have direct access to students and staff and will therefore be best placed to find out the facts. Following the investigation, any employment decisions regarding the agency worker will be led by the agency/employer. The allegations management/strategy meeting (usually arranged by the LADO) will address issues around information sharing, including any intelligence relating to concerns or allegations previously known to the agency/employer that are relevant to the investigation.

It is important that supply agencies are made aware of the Bright Futures policy on managing allegations and a positive relationship established with the HR leads for any agencies we use.

### **Letting of School Premises**

Whenever Bright Futures' premises are used for activities not under the direct supervision of our staff (e.g. out of school clubs run by a separate provider, sports' clubs using pitches etc), school leaders must be assured that any such providers have appropriate safeguarding policies procedures – this may include leaders asking to see such policies and inspecting them. It should be written into any agreements that appropriate safeguarding arrangements must be in place. Lease or hire agreements should include a clause relating to appropriate safeguarding arrangements being in place with the agreement being terminated if safeguarding conditions are breached. Providers' safeguarding arrangements must, as a minimum, meet the guidance '[Keeping Children Safe in out-of-school Settings](#)'. If any safeguarding concerns are raised about external providers with the school, the school will raise them using their normal reporting processes, including informing the LADO as appropriate.

### **Disqualification by association and childcare disqualification**

The guidance on this issue was changed with effect from September 2018. The Trust's approach to this issue is in the updated 'Safe and Fair Recruitment Policy'. In short, disqualification by association now applies in domestic settings and not in schools. However, it still applies to individual members of staff if they work (or volunteer) in a childcare capacity. Please see paragraph 262 of KCSIE (2023) for further information on this issue. Schools should be aware that Ofsted will check the management of Disqualification under the Child Care Act as part of their school inspections.

### **Section 8: Confidentiality and Sharing Information**

Child protection and safeguarding warrant a high level of confidentiality, not only out of respect for the children and staff involved but also to ensure evidence is not compromised by being released into the public domain.

In the first instance, staff should discuss any concerns only with the DSL who will then decide what other people/agencies should be advised. Information will be disseminated on a 'need-to-know' basis.

### **Information sharing and data protection**

On 25 May 2018 the Data Protection Act (1998) was superseded by the General Data Protection Regulations, now incorporated into the Data Protection Act (2018).

Child protection and safeguarding information will be stored and handled in line with the relevant data legislation. It will be:

Processed for limited purposes

- Adequate, relevant and not excessive
- Accurate
- Kept for the statutory time limit and no longer (this will vary and advice should be sought before any data of this nature is destroyed)
- Processed in accordance with the subject's data rights
- Kept securely

Each school's Child Causing Concern forms and any other relevant information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Child protection information will be stored separately from the pupil's general school file which will be 'tagged' to indicate that separate safeguarding information is held elsewhere.

The Trust's Data Protection Policy does not prevent school staff from sharing information with relevant agencies where that information may help to protect a child. This policy is available to all staff and parents on the school's website.

### **Decisions about sharing or not sharing information**

There are times when it is appropriate to share information in order to enable the effective safeguarding. There are also times when it is necessary to withhold information in order to prevent a person coming to further harm or to avoid a criminal act. For example, a parent who is facing charges for serious violence against a child may well want details from the school of where the child is living. It is entirely appropriate in circumstances like this to withhold data even from someone with parental responsibility. The decision to share or to withhold information should be briefly documented with a rationale as to why the decision was taken at the time.

In contentious cases, the DSL may wish to seek advice from the Trust's Data Protection Officer. As ever, the safety and well-being of the child are always the paramount concerns.

## Section 9: Training and development

### Staff, Local Governor and Trustee Training

It is important everyone receives training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. It is good practice to revisit training/development on a regular basis, especially for teams directly involved in safeguarding. The Trust issues a weekly update for DSLs highlighting areas of current interest. This helps us to remain professionally curious. Training for every member of staff employed by the Trust and all Local Governors and Trustees will be, as minimum:

- Appropriate annual training provided by the Trust/school that updates on national or local changes. This will include online safety and an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring, ensuring that staff understand the importance of filtering and monitoring systems and that their effectiveness is monitored. Staff need to know how to escalate concerns if they find children's online activity is giving rise to concerns (e.g. accessing inappropriate material, obsessive interest in subjects that might suggest radicalisation).
- Ensuring that they understand their role and how to undertake their responsibilities as set out in Part 1 of KCSIE 2023 (and Annex A for staff working directly with children and young people).
- Ensuring that they are aware of the threats, risk and vulnerabilities associated with radicalisation; are aware of the process of radicalisation and how this might be identified early on; how support can be provided to ensure children are resilient and able to resist involvement in radical or extreme activities.
- They are aware of the increased risk to abuse of certain groups, including students with SEN and disabilities, looked after children, those formerly in care, young carers, children as witnesses in the legal system, children missing from education, children with family members in prison.
- A recognition of online contexts in relation to safeguarding including specific risks in relation to digital platforms and the way in which harm and abuse can happen generally via digital means.
- Further training as appropriate for those staff, Local Governors and Trustees with more safeguarding responsibilities.
- New staff, Local Governors and Trustees should receive safeguarding training within their first half-term of service. Their general induction should familiarise them with the Child Protection and Safeguarding Policy, the school's safeguarding procedures and contact details for the school's DSL and DDSL. Supply staff and other visiting staff will be given the school's leaflet for safeguarding for visiting staff. All schools will follow the Trust Safe and Fair Recruitment Policy and, where appropriate, staff, local governors and trustees will complete the Safe and Fair Recruitment training.
- Training for those involved in governance must equip them to provide strategic challenge, testing the robustness of safeguarding policies and practice.

## Appendix A

### WHAT TO DO IF YOU ARE CONCERNED ABOUT A CHILD'S WELFARE: TAKING ACTION

Any child could become a victim of abuse. Staff should always maintain an attitude of 'it could happen here'. Key points for staff to remember for taking action are:

- In an emergency take the action necessary to ensure the safety of the child – this could mean dialling 999. Report your concern as soon as possible to the DSL/DDSL and certainly no later than the end of the day. Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Complete a cause for concern on CPOMS or a referral form.
- Seek support for yourself through the correct procedures if you are distressed.

#### What to do if you are concerned about a pupil's welfare

There will be occasions when staff may suspect a pupil may be at risk but have no 'real' evidence: the pupil's behaviour may have changed; their expressive work may demonstrate extreme ideas; they may write stories or poetry that reveal confusion or distress; physical (but inconclusive) signs may have been noticed.

In these circumstances staff should try to give the pupil the opportunity to talk to them. The signs could be due to a variety of factors. For instance, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way. Staff should use the school's recording system to record these early concerns. If the pupil does begin to reveal they are being harmed staff should follow the school's procedures. If a member of staff is still concerned following the initial conversation, they should discuss their concerns with the DSL/DDSL. Any concerns which do not meet the threshold for child protection intervention will be managed through interventions such as Early Help / CAF process.

#### If a child chooses to disclose abuse to you

It takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; they may believe, or have been told, the abuse is their own fault. Sometimes a child may not be aware that what is happening to them is abuse.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member must let the pupil know they are obliged to pass the information on.

Staff should:

- Always accept what the student says no matter how difficult you find it. Remember it is taken great deal of courage for the student to disclose.
- **Never promise to keep a secret or anything confidential**, no matter how insistent the student is. Explain that you may need to share this information with someone who can help them.
- Allow the pupil to speak freely.
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener.
- Give reassuring non-verbal cues or words of comfort such as: 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Not be afraid of periods of silence during the conversation – remember how hard this must be for the pupil.

- Under no circumstances ask investigative questions – such as how many times something has happened, whether it happens with siblings too and what does the pupil’s mother/father think about it. Listen carefully and patiently to the student. Do not press for information. Well-intentioned questions at this stage could result in failure of a criminal prosecution.
- Avoid physical touch as a comfort – this may be anything but comforting to a child who has been physically abused.
- Avoid admonishing the child for not disclosing anything earlier. Saying things such as ‘I wish you had told me about this when it started’ or ‘I can’t believe what I am hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the pupil what will happen next.
- The pupil may agree to go to see the DSL, otherwise let them know someone will come to see them before the end of the day.
- Do not discuss anything with anyone other than the designated safeguarding lead/safeguarding officers.
- Report the disclosure as soon as possible to the designated safeguarding lead/safeguarding officers. Keep the student informed of any actions you are prepared to take at every stage.
- Record the details of the disclosure on CPOMs, upload any notes and share with the safeguarding team. **Do not photocopy any records you have made.** Any comment by the student or an adult about how an injury or any form of abuse occurred, should be recorded, quoting words actually used, as soon as possible after the comment has been made. **Disclosures must be written up asap (within 24 hours) and the date and time at which the report is written should be included.**
- **If the student is over 18, and is not a danger to themselves, permission must be obtained from the student to share the information they have disclosed with outside agencies.**
- Take care of yourself. Make sure you have the opportunity to discuss your feelings with a fellow professional at a later date. Do not discuss details with your family or friends.
- Disclosure may occur through a third party. Report any such incident to the designated safeguarding lead/safeguarding officers as soon as possible. Only proceed with further questions under their guidance.

### ***Who to Contact?***

- Report any concerns to the designated safeguarding lead, Vice Principal Rhianne Bond Ext 7118
- If not available, please contact Katie Galvin, Head of Sixth Form Ext 7105, James Flanagan, Lead Senior Tutor Ext 7121
- If not available, please contact Stephanie Gill, Principal

**If you are unable to contact any of the above, any member of staff who has a concern that there is a risk of immediate serious harm to a young person may make a referral to the appropriate agency (Trafford First Response team 0161 912 5125). A member of staff may also make a referral if:**

- You are convinced a direct report is the only way to ensure the pupil’s safety.
- For any other reason they make a judgement that direct referral is in the best interests of the pupil.

### ***What happens next?***

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively. The DSL/DDSL will make contact with the parents in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought by the DSL/DDSL from the relevant children’s social care services. It is always possible to seek advice from children’s social care when considering a referral.

**Referral to Children's Social Care**

The DSL/DDSL will make a referral to children's social care if it is believed that a pupil is suffering, or is at risk of suffering, significant harm. The pupil (subject to their age and understanding) and the parents will be told a referral is being made unless it would increase the risk to the child to do so. Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

**Reporting directly to child protection agencies**

Staff should normally follow the reporting procedures outlined within this policy. With the exception of genuine emergencies, the reporting lines should be through the DSL/DDSL. However, they may also share information directly with the relevant children's social care, the police or the NSPCC if:

- The situation is a genuine emergency with imminent risk of significant harm to the child.
- The DSL/DDSL and the Principal/Head of School are all unavailable.
- You are convinced a direct report is the only way to ensure the pupil's safety.
- For any other reason they make a judgement that direct referral is in the best interests of the pupil.

## Appendix B

### RECOGNISING ABUSE AND NEGLECT

#### Abuse

Abuse is defined as a form of maltreatment of a child. This can be by inflicting actual harm or by failing to act to prevent harm. Children can be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (e.g. via the internet). Children may be harmed by witnessing the ill treatment of others as is often the case in domestic abuse.

Children can be abused by adults or by another child or children.

Where abuse takes place, there is usually an imbalance of power between the perpetrator(s) and the victim(s), perhaps through age, dominance of personality, social influence or status, financial means or physical strength.

#### Neglect

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

#### Categories of abuse and neglect

Types of abuse include:

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

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

**Sexual abuse:** Involves forcing or enticing a child to take part in sexual activities not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production/distribution 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:** Even an unborn child can suffer neglect, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Indicators of abuse**

Physical signs can define some types of abuse. For example, bruising, bleeding or broken bones resulting from physical or sexual abuse or injuries sustained whilst a child has been inadequately supervised. The identification of physical signs is complicated as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are aware of the range of behavioural indicators of abuse and report any concerns to the Designated Senior Lead (DSL) or Deputy Designated Lead (DDSL) within their school. It is the responsibility of staff to report their concerns, but it is not their responsibility to investigate or decide whether a child has been abused. A child who is being abused, neglected or exploited may:

- Have bruises, bleeding, burns, fractures or other injuries.
- Show signs of pain or discomfort.
- Keep arms and legs covered, even in warm weather.
- Be concerned about changing for PE or swimming lessons.
- Look unkempt, dirty and uncared for.
- Change their eating habits.
- Have difficulty in making or sustaining friendships.
- Appear fearful and anxious.
- Be reckless with regard to their own, or another's safety.
- Self-harm.
- Frequently miss school, arrive late or leave the school for part of the day.
- Show signs of not wanting to go home.
- Display a change in behaviour, from quiet to aggressive or happy-go-lucky to withdrawn Challenge authority.
- Become disinterested in their school work.
- Start to use 'scripted' language in relation to particular extremist views.
- Be constantly tired or preoccupied.
- Be wary of physical contact.
- Be involved in, or particularly knowledgeable about, drugs or alcohol.
- Display sexual knowledge or behaviour beyond that normally expected for their age.
- Acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL/DDSL to decide how to proceed. It is very important staff report their concerns to the DSL/DDSL – they do not need 'absolute proof' the child is at risk. It is always better to share your concerns or 'nagging doubts' than to say nothing.

### **Impact of abuse**

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

## Appendix C

### Cause for Concern Referral Form (available in reprographics)

**CONFIDENTIAL** – please do not photocopy. Pass in person only to BON, GAV, FLA, DVN

Staff Name (Printed)		Staff Signature:	
Date:			
Pupil Name		Form:	Date:
Incident Causing Concern:			
Action Taken:			
Have you informed a Designated Safeguarding Officer? Yes/No			
Action Taken by Designated Safeguarding Officer:			

## Appendix D

### Accurate & Factual Recording of Concerns Guidance (CPOMS)

When recording a safeguarding concern using CPOMS staff should ensure that they:

- A written record of disclosures, concerns, suspicions, or allegations should be made at the time or as soon as is practicable after the event. Professional judgement needs to be made if it is appropriate to make any notes when a child is making a disclosure.
- Any handwritten notes made immediately after the event, for example, a disclosure, can act as evidence for any future court case. Therefore, these should not be destroyed, even if the details are recorded more formally at a later time. They should be securely attached to the child's safeguarding record by scanning the document and attaching it to the CPOMS record.
- Maintain professional language. CPOMS records can be called for by external agencies and may act as evidence in court.
- Records should be factual using the child's own words, wherever possible, in cases where a disclosure is made. Professional opinion can be given but needs to be supported by stating the facts and observations upon which the opinions are based.
- Use speech marks to indicate where directly quoting the child.
- Use full names of staff and students where possible as staffing may change over time.
- Choose the most appropriate category to log your concern. If you cannot find an appropriate category, choose 'cause for concern' without any other subcategory. This can be amended by the DSL.
- Where an injury is witnessed, include a record of the location of the injury by using the 'bodymap' on CPOMS.
- If there are linked students e.g. a sibling, ensure that these are recorded using the 'linked student' function.
- Do not assign the concern to anyone. The DSL may do this, but no other staff member should do so.

## Appendix E

### Trafford Strategic Safeguarding Partnership – Levels of Need

Level	Description At this level the child or family...	What needs to happen next?	Assessment required/referral process
Universal - Level 1 ( <a href="#">further information</a> )	...is thriving without requirement for additional support and all needs are being met by universal services, for example Health Visitor, School Nurse, Dentist or School.	Ensure that all families are aware of the Family Information Service and are registered with Education and Training providers, Health Services and Community Groups.	Use of <a href="#">Trafford Directory</a>
Early Help/ Prevention - Level 2 ( <a href="#">further information</a> )	...may require or would benefit from additional input or support from an agency/ agencies	When a child begins to display emerging needs requiring additional support, services already working with the child should support the family by undertaking an assessment and developing an Outcome Plan. This will identify support from within the local community or a specific intervention.	<a href="#">Early Help Assessment</a>  Referral form for specific agency  For advice and guidance <a href="#">contact an Early Help Champion</a>
Intensive Family Support - Level 3 ( <a href="#">further information</a> )	...are experiencing multiple and/or complex needs. The family is struggling to effect change without the support and intervention of services.  There is a need greater level of support including regular home visits.	If a child or family's issues are more complex and cannot be managed within the community, and the family consent, additional support can be sourced through Intensive Family Support. This would include support in the home, pulling in multi-agency partners who are, or need to be, involved with the child and family in order to achieve a positive outcome.	<a href="#">Early Help Assessment</a>  <a href="#">Referring agency to complete referral form</a> (by uploading the Early Help Assessment)
Child in Need - Level 4 ( <a href="#">further information</a> )	...is unlikely to achieve or maintain a reasonable standard of health or development without the provision of services. The child's health or development is likely to be significantly impaired, or further impaired, without the provision of additional services; or the child is disabled.	As the child and family's issues continue to escalate, or if interventions are not working, and it is felt that the needs cannot be met without the intervention of social care. There should be a sound record of interventions and support offered previously by services to highlight why social intervention is required.	<a href="#">Referring agency to complete referral</a>  Child and Family Assessment

Level	Description At this level the child or family...	What needs to happen next?	Assessment required/referral process
Child Protection - Level 5 ( <a href="#">further information</a> )	...is at risk of or suffering significant harm and is in need of help and protection. Has a high level of unmet and complex needs requiring statutory interventions	These children require immediate social care intervention to ensure continued safety and positive development and to prevent significant harm. This may lead to them becoming subject to a Multi-Agency Child Protection (CP) Plan or becoming Looked After. Any child subject to a CP Plan or Looked After will have social care intervention already in place.	<a href="#">Referring agency to complete referral</a>  Child and Family Assessment

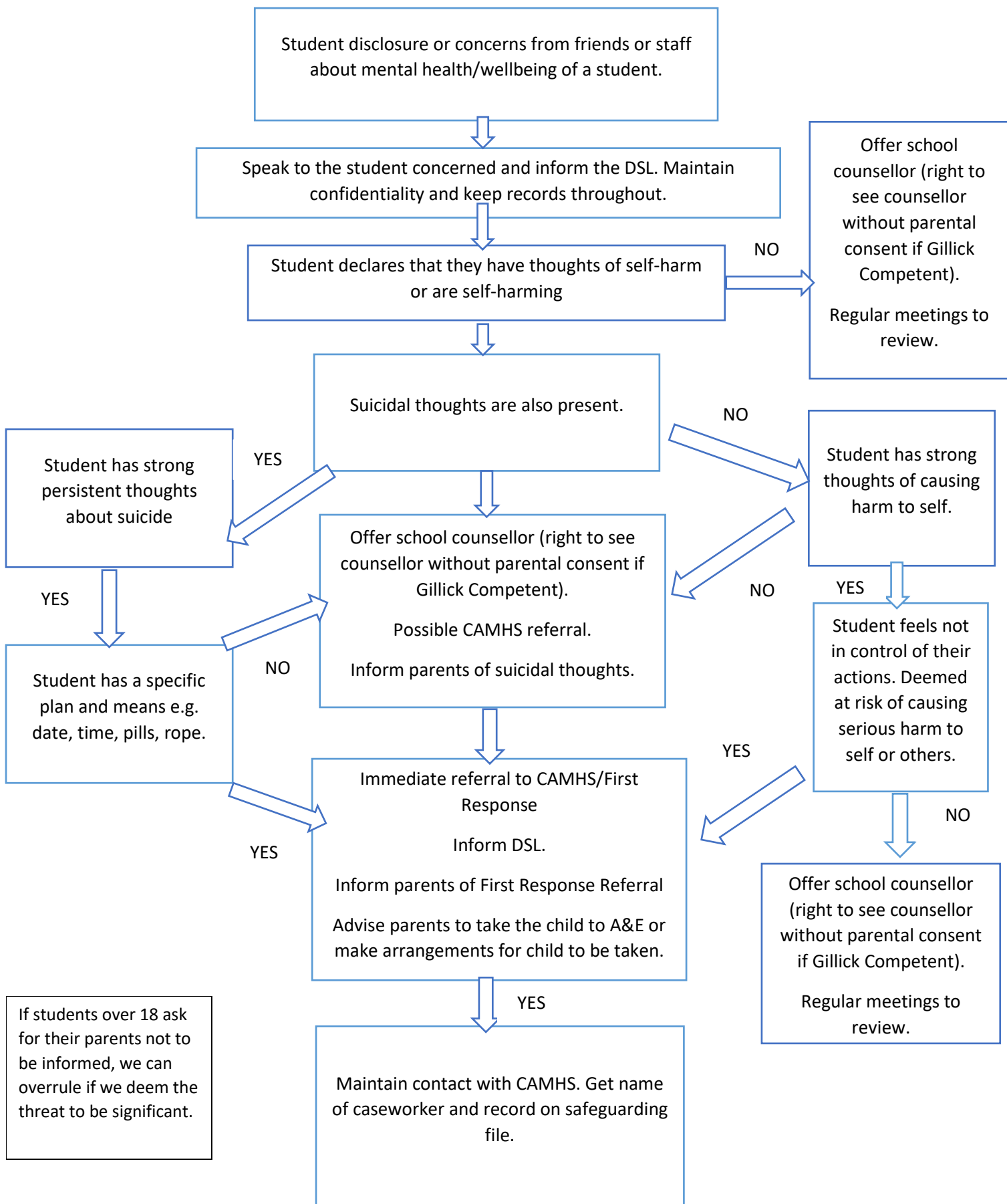
## Appendix F:

### Dealing with self-injury/harm

<b>Disclosure</b>	<ul style="list-style-type: none"><li>• Another student raises concern</li><li>• Student verbally discloses</li><li>• Student shows physical injury</li></ul>
<b>Immediate Action</b>	<ul style="list-style-type: none"><li>• If necessary, seek first aid immediately (first aider)</li><li>• In the case of an overdose – nil by mouth, contact an ambulance and follow the emergency procedures – get a first aider and safeguarding member of staff</li><li>• AS SOON AS POSSIBLE, EXPLAIN THAT THIS CANNOT BE KEPT CONFIDENTIAL</li></ul>
<b>What to Say</b>	<ul style="list-style-type: none"><li>• Listen, be non-judgemental</li><li>• Avoid asking leading questions</li><li>• Don't offer advice</li><li>• Reassure e.g., "It is good that you have said something".</li><li>• "It is important that I pass this information on to so that we can start to help you with this".</li><li>• If appropriate, acknowledge that you can see the injury/mark e.g., "I can see that you have a mark/cut etc. – Do you want to talk about how it happened".</li><li>• Don't ask to see the injury unless you have concerns that immediate first aid is required</li><li>• "I will have to let someone else know what you have shown me. You have done the right thing"</li><li>• "I will speak to <b>DSL or someone in the safeguarding team</b> about this, if you think of anything else that you feel is important for us to know, you should let them know"</li></ul>
<b>Next Steps</b>	<ul style="list-style-type: none"><li>• Inform DSL or someone in the safeguarding team immediately, verbally. They will then inform the senior tutor, parents/carers and outside agencies as appropriate.</li><li>• Member of staff also needs to log the cause for concern on CPOMS.</li></ul>
<b>Follow Up</b>	<ul style="list-style-type: none"><li>• ST to 'debrief' member of staff so that they are aware that the matter is being dealt with and to check that there are no further concerns.</li><li>• ST to alert subject teachers of any concerns in briefing /case conference.</li></ul>

## Appendix G

### Dealing with a mental health issue



## Appendix H

### THE LOCAL GOVERNING BODY AND THE CHILD PROTECTION & SAFEGUARDING GOVERNOR

Child Protection and Safeguarding are an intrinsic part of any Trust school. The core principles should be to ensure the health, safety, and welfare of any persons within that Academy.

The Local Governing Body (LGB) has a specific role to undertake with regard to Child Protection and Safeguarding in accordance with this Policy.

#### **Responsibilities of the Local Governing Body** Each LGB should:

- Appoint one Governor as the Child Protection & Safeguarding Governor.
- Ensure every Governor on the LGB receives appropriate annual training to make them fully aware of any changes to legislation / guidance / local and national Child Protection and Safeguarding procedures and issues. This will be carried out by Academy staff or someone from the Trust Safeguarding Team. The training will be in line with that received by all staff members. All LGB members to read Part 1 of KCSIE (2023). The training will be in line with that received by all staff members but will include an element that enables governors to provide strategic challenge, testing the robustness of policy and procedures.
- Ensure that any Governors who are involved with staff recruitment have completed appropriate safer recruitment training or that someone with that training is on every appointment panel.
- Work with the school's DSL to ensure a complete and up-to-date record is kept of any and all Child Protection and Safeguarding training for all Governors.
- Liaise with the Principal and Senior Leadership Team to be assured that a culture of vigilance and safeguarding permeates all aspects of the Academy.
- Provide support and challenge to ensure compliance with procedures and processes required in KCSIE (2023) and any subsequent updates, and any local procedures issued by the Local Children's Safeguarding Board. This may include looking at headline data on prevalence of safeguarding incidents.
- Ensure the Academy-specific safeguarding policy is reviewed and approved on a regular basis (at least annually), and support and challenge to ensure Academy compliance.

#### **Responsibilities of the child protection and safeguarding governor**

It is the responsibility of the Child Protection and Safeguarding Governor to:

- Support the DSL by meeting with them and their team at least once a term.
- Report on meetings with the DSL/DDSL to the LGB and highlight any issues/concerns in order for the LGB to be fully informed on Child Protection and Safeguarding within their school.
- Check the Child Protection and Safeguarding Procedures in the Academy in liaison with the DSL and DDSL to ensure that they are being consistently followed in practice.
- Ensure statutory requirements are in place and report to the LGB on the use of resources to promote effective safeguarding, including any pressures that may create risk.
- Be assured that arrangements for the most vulnerable groups of children are in place and secure and that their progress and outcomes are properly tracked.
- Be assured that safeguarding arrangements for students accessing alternative provision or part-time timetables are secure.
- Check that the curriculum is used well to promote safeguarding, paying particular attention to local issues.

## Appendix I

### **THE BOARD OF TRUSTEES AND THE CHILD PROTECTION & SAFEGUARDING TRUSTEE**

Child Protection and Safeguarding are an intrinsic part of the Trust and the core principles should be to ensure the health, safety and welfare of any persons in the Trust, in any capacity. The Board of Trustees is the ultimate accountable body for the Trust.

#### **Responsibilities of the Board of Trustees**

The Board should:

- Appoint one Trustee as the Child Protection & Safeguarding lead.
- Ensure every Trustee receives appropriate annual training to make them fully aware of any changes to legislation / guidance / local and national Child Protection and Safeguarding procedures and issues. This will be carried out by the Trust Safeguarding Team.
- Ensure that any Trustees who are directly involved with staff recruitment complete the online Safer Recruitment training every three years.
- Ensure an up-to-date record is kept of any and all Child Protection and Safeguarding training for Trustees.
- Liaise with the appropriate people in academies to ensure that a culture of vigilance and safeguarding that permeates the Trust.
- Receive regular, high level safeguarding reports from the Chief Executive Officer and training that enables the Board to offer strategic challenge, testing the robustness of policies and procedures.

#### **Responsibilities of the Lead Trustee for Child Protection and Safeguarding**

- It is the responsibility of the Child Protection and Safeguarding Trustee to:
- Undertake appropriate induction and update training.
- Ensure that when Trustees are involved in recruitment, at least one member of the panel has completed Safer Recruitment training.
- Attend meetings with Designated Senior Leads (DSL) within the Trust as a member of the Trust Safeguarding Team.
- Provide support and challenge at the Board in response to safeguarding reports provided by the CEO.
- Read and engage with Part 1 of Keeping Children Safe in Education 2021.

#### BRIGHT FUTURES EDUCATIONAL TRUST

#### The Effective Use of Alternative Provision – Advisory Note May 2021

##### Introduction

As part of the planning for individual students to receive a high quality education, there are times when provision ‘off site’ from the main school may be used for some or a substantial amount of a child’s education.

Decisions about using ‘alternative provisions’ must be taken with great care and always with the best interest of the student at the centre of the decision-making.

The primary concern needs to be about the safety and safeguarding of the young person. This includes making sure that appropriate and robust procedures are in place around promoting the student’s attendance, dealing with absence, behaviour and the safe recruitment/supervision/training of staff.

Thereafter, it is important to be assured that the provision is offering a suitable curriculum and an appropriately high standard of education, meeting the student’s needs.

Additionally, any ‘contracting’ with alternative provision providers is governed by the Trust’s Delegation Framework and financial and procurement operating procedures.

##### DfE Guidance

Alternative provision is governed under the Independent School Regulations 2019. (This is due to be revised).

Any institutions making provision for the education of students of compulsory school age must be registered as a school if:

- It provides full time education for 5 or more students.
- It provides full time education for 1 or more students with an education, health and care plan.
- It provides full time education for a child in the care of the local authority.

##### *What constitutes ‘full time’?*

There is no legal definition of ‘full time education’. The guide used whether the provision provides ‘all or substantially all’ of a child’s education.

This could be calculated on:

- The number of hours per week (including breaks and independent study)
- The number of weeks in a term/academic year provided.
- The day(s) of the week that the provision is made.
- Whether or not attendance at the provision effectively precludes the possibility of full time education happening elsewhere.

As a guide, if a student is in alternative provision for 18 hours a week (including breaks and independent study time) this is considered ‘full time’.

## Ofsted

As part of the Section 5 school inspection framework, inspectors are required to satisfy themselves of the safety and quality of any off site provision and need to be satisfied that the school is taking responsibility for students educated (partly or wholly) off site.

In particular, inspectors will want to know how leaders are assuring themselves that children are safe in off-site provision and that their educational, personal and social needs are being well met (including any special educational needs).

If the school is using unregistered provision, how does this impact upon safeguarding?

How effective are the school's process for quality assuring the provision?

Specifically, inspectors will explore and will need to be convinced about:

- Why leaders have chosen off site provision as the best option for the child?
- Have appropriate checks been made about the registration status of the provision (e.g. are leaders satisfied that a provision is not acting illegally by providing full time education as described above without being registered as a school?)
- If unregistered providers are used how does this impact on safeguarding and how are leaders assuring themselves that the provision meets high standards of safeguarding in every respect?
- How are leaders satisfying themselves of the quality of the curriculum offer, attendance and behaviour and provision to promote personal development?
- If the curriculum in a temporary placement is narrow, how is the school planning for the student's return to the broader curriculum offer?
- Students in AP are more likely to be out of education, employment or training after school – so what is the school doing to ensure students are accessing good careers/progression advice and support, including employer encounters?

If a school uses a provider that is not registered, the inspector must contact the duty desk so that staff can notify Ofsted's unregistered schools team. Following the inspection, the team will determine if they need to take further action because there is reasonable cause to believe that the setting is operating as an unregistered school.

A school is likely to be judged inadequate for leadership and management if:

- it is making ineffective or inappropriate use of alternative provision
- it is using inappropriate alternative provision
- leaders have not taken the necessary steps to assure themselves of the suitability of a provision, including its COVID-19 safety arrangements
- leaders are not aware of how many of their pupils attend alternative provision
- leaders are not taking responsibility for their pupils who attend alternative provision.

## Practical implications

The regulations are not new but do appear to be receiving greater attention in inspection. They are designed with two important aims: the safety of students and the quality of education they receive.

## Keeping a record

Where due diligence is undertaken on a provider to give assurances around safety, quality and safeguarding arrangements, policy, procedures and culture, this must be formally recorded. If visits are undertaken to a setting this should be recorded.

The relationship with providers is crucial in ensuring that there is a free exchange of information about students' progress. In addition, there needs to be a formal agreement and procedures covering how attendance, progress, engagement and behaviour will be communicated between the provision and the school with clarity about who will take what actions to address any difficulties (e.g. what happens if a student fails to attend on a particular day? What are the escalation processes?)

Where key decisions are taken (e.g. to extend the time a student remains in alternative provision) the rationale for that decision needs to be formally recorded so that the 'story' of the student can be clearly understood.