



Nunthorpe
Academy



NMAT CHILD PROTECTION AND SAFEGUARDING POLICY (Statutory)

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Approved by:	Board of Trustees	Approved date:	July 2023
Version number:	1.1	Review date:	July 2024

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Ready, Respectful, Safe

KEY INFORMATION

Name of Academy	Nunthorpe Academy
Head of School	Kate Kell
Executive Principal	Lee Brown
Date Policy Last Reviewed	19.7.23

KEY PERSONNEL

Designated Safeguarding Lead	Siobhan Brosnan
Head of School	Kate Kell
Deputy Safeguarding Leads	Alistair Armstrong
	Tim Duffill
	Dan Glasbey
	James Skelton
	Julie Thomas
Child Protection Officers	Lynette Anderson
	Leigh Coulthard
	Janet Coverdale
Link Safeguarding Governor	Alison Mitchinson
Link Safeguarding Trustee	Julie Thomas

Mrs Siobhan Brosnan can be contacted on brosnan.siobhan@nunthorpe.co.uk.

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LOCALITY CONTACTS

(LADO) Designated Officer, Redcar & Cleveland Borough Council
Tel: (01642) 771531

Middlesbrough Multi Agency Children's Hub 01642 726004
MiddlesbroughMACH@middlesbrough.gov.uk

Redcar and Cleveland Multi Agency Children's Hub 01642 130700
RedcarMACH@redcar-cleveland.gov.uk

Police 101 or in case of an emergency 999

CAMHS (Child Adolescent Mental Health Services) 0300 0132 000 option 3 for Redcar,
option 6 for the Crisis Team

Tees Local Safeguarding Children Boards Procedure Website: <http://www.teescpp.org.uk/>

Redcar and Cleveland Local Safeguarding Children Board Website:
<https://www.redcar-cleveland.gov.uk/SafeguardingChildrenBoard/Page/default.aspx>

NSPCC helpline 0808 800 5000

Government Channel helpline to raise concerns about extremism 020 7340 72

PURPOSE AND AIMS

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with statutory guidance: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015.

The policy also reflects, both statutory guidance 'Keeping Children Safe in Education' 2023 (KCSIE), and South Tees Safeguarding Children Partnership (STSCP) Procedures.

NMAT (Nunthorpe Multi Academy Trust) takes this responsibility seriously under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are robust arrangements within our academies to identify, assess, and support those children who are suffering harm or at risk from suffering harm.

This policy applies to all members of staff (including volunteers) and all tiers of NMAT governance.

The policy makes explicit NMAT's commitment to the development of good practice and sound procedures to keep children safe in our Academy.

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This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe.

The culture of Ready, Respectful, Safe at Nunthorpe Academy creates a safe space where children are supported, listened to and valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

Nunthorpe Multi Academy Trust (NMAT) and Nunthorpe Academy aims to ensure that:

1. Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
2. All staff are aware of their statutory responsibilities with respect to safeguarding.
3. Staff are regularly and thoroughly trained in recognising and reporting safeguarding issues

NMAT are committed to the statement from "Working Together to Safeguard Children 2018 (updated 9 December 2020):" Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child".

NMAT are committed to partnering with:
The Local Authority- Middlesbrough/Redcar and Cleveland
NHS Tees Valley- clinical commissioning group
Cleveland Police

LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

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- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [Review of Sexual Abuse in School and Colleges, June 2021](#), which recommends creations of a culture where sexual harassment and online sexual abuse are not tolerated, and issues are highlighted immediately and intervened with to better protect our students.
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf which outlines school's powers of screening and searching pupils so that school staff have the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search.

GOALS AND INDICATORS

Ofsted's definition of safeguarding as defined in 'Working Together to Safeguard Children 2018' is as follows:

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

Safeguarding action may be needed to protect children and learners from:

- Neglect,
- physical abuse,
- sexual abuse,
- emotional abuse,
- bullying including online bullying and prejudice-based bullying,
- racist, disability and homophobic or transphobic abuse,
- gender based violence /violence against women and girls,
- honour based violence,
- radicalisation and/or extremist behaviour,
- child sexual exploitation and trafficking,
- the impact of new technologies on sexual behaviour e.g. sexting,
- teenage relationship abuse,
- substance misuse,

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- issues specific to a local population e.g. gang violence,
- female genital mutilation,
- forced marriage,
- fabricated or induced illness,
- poor parenting,
- other issues that pose a risk to children.

DEFINITIONS AND TYPES OF ABUSE

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. (Working Together to Safeguard Children 2018.)

There are five main types of abuse:

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 that 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse (sexting is also known as youth produced sexual imagery and is the sharing of sexual imagery (photos or videos) by children. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as **peer on peer abuse**) in education.

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Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, 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 and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child on Child abuse children can abuse other children (often referred to as peer on peer abuse). This can happen both inside and outside of Academy life as well as online. Examples of challenging and/or inappropriate behaviours between peers and that are actually abusive in nature include but are not limited to bullying, physical abuse, sexual comments, sexual harassment, sexual violence, upskirting, initiation/hazing or humiliation gratification, or cause the victim humiliation, distress or alarm.

Filtering and Monitoring

KCSIE 2023 signposts schools and colleges to the DfE's latest filtering and monitoring standards and cyber security standards for schools and colleges. Our DSL receives daily notifications of any breaches or incidents automatically and collates a list to ensure that lessons can be learnt where needed. The expectation of the Trust and its schools is that all staff and all layers of governors of the Trust should understand what filtering and monitoring is, and this responsibility is shared by all.

In line with Keeping Children Safe in Education 2023 online-safety risks are categorised as one of the **4 Cs**:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying,

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Further information can be found in the Academy's filtering and monitoring statement which is available upon request by emailing governance@nunthorpe.co.uk

EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-

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discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

At NMAT, all staff have the responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability.

All NMAT and Nunthorpe Academy staff are particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- has English as an additional language
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as temporary accommodation, substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- are Asylum seekers
- is at risk of FGM, sexual exploitation, forced marriage, being radicalised or exploited;
- is a privately fostered child.
- are missing in education
- parent/carer has expressed an intention to remove them from school to be home educated

ROLES AND RESPONSIBILITIES

Safeguarding and child protection is **the responsibility of all Academy staff**. This policy applies to all staff, volunteers, Trustees and governors in the Academy and is consistent with the procedures of the 3 safeguarding partners discussed previously.

Our policy and procedures also apply to extended school and off-site activities.

STAFF RESPONSIBILITIES

All staff read and sign to acknowledge they understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161275/Keeping_children_safe_in_education_2023_part_one.pdf and review this guidance at least annually. Knowledge is then tested throughout the academic year via a series of quizzes and in-house training exercises- results feed into the planning cycle for

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DSL led training.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff conduct documents, the role and identity of the designated safeguarding lead (DSL) and deputies, the Academy behaviour policy, and the safeguarding response to children who go missing from education.
- The Early Help / Stronger Families process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM and radicalisation.

Section 13 and appendix 4 of this policy outline in more detail how staff are supported to do this.

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

NMAT is committed to the role of the DSL being a member of the senior leadership team. At Nunthorpe Academy this is Mrs S Brosnan–Assistant Vice Principal: Inclusion. The DSL takes lead responsibility for child protection and wider safeguarding across the Academy.

During term time, the DSL will be available during Academy hours for staff to discuss any safeguarding concerns. The DSL can also be contacted out of Academy hours if necessary via email.

When the DSL is absent, the deputies – (see the list of useful contacts at the beginning of the document) – will act as cover.

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

- Provide advice and support and relevant training opportunities to other staff on child welfare and child protection matters.

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- Take part in strategy discussions and multi-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (Local Authority children's social care, Channel programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly.
- The DSL will also keep the Head of School informed of any issues and liaise with Local Authority case managers and designated officers for child protection concerns as appropriate.

ROLE OF THE BOARD OF TRUSTEES

The Board of Trustees will approve this policy at each review, ensure it complies with the law and via the Executive Principal, hold the Head of School to account for its implementation.

The Board of Trustees will appoint a senior board level (or equivalent) lead and a link governor at each academy to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The Chair of Trustees will act as the 'case manager' in the event that an allegation of abuse is made against the Head of School, where appropriate (see appendix 3).

All Trustees and governors will read and understand the latest Keeping Children Safe in Education statutory guidance.

ROLE OF THE HEAD OF SCHOOL

At Nunthorpe Academy, the Head of School, Mrs K Kell is responsible for the implementation of the Child Protection and Safeguarding Policy 2023/24 policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Communicating this policy to parents/carers when their child joins the Academy and via the Academy website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as/appointing the 'case manager' (in accordance with the NMAT Allegations of Abuse against Staff Policy) in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

CONFIDENTIALITY

NMAT and Nunthorpe Academy note that:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- The Data Protection Act (DPA) 2018 and General Data Protection Regulations

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(GDPR UK) do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may be likely not to be in the child's best interests.
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy).

RECOGNISING ABUSE AND TAKING ACTION

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the Academy and/or can occur between children both inside and outside of the Academy environment.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families.

Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence

Staff should recognise that children with SEN and disabilities can face additional safeguarding challenges. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN and disabilities can be more prone to peer group isolation and disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers.

It is not the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer abuse.

All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL (or in their absence with one of the deputies) prior to any discussion with parents.

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

STAFF MUST IMMEDIATELY REPORT:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play any explanation given which appears inconsistent or suspicious any behaviours which give rise to suspicions

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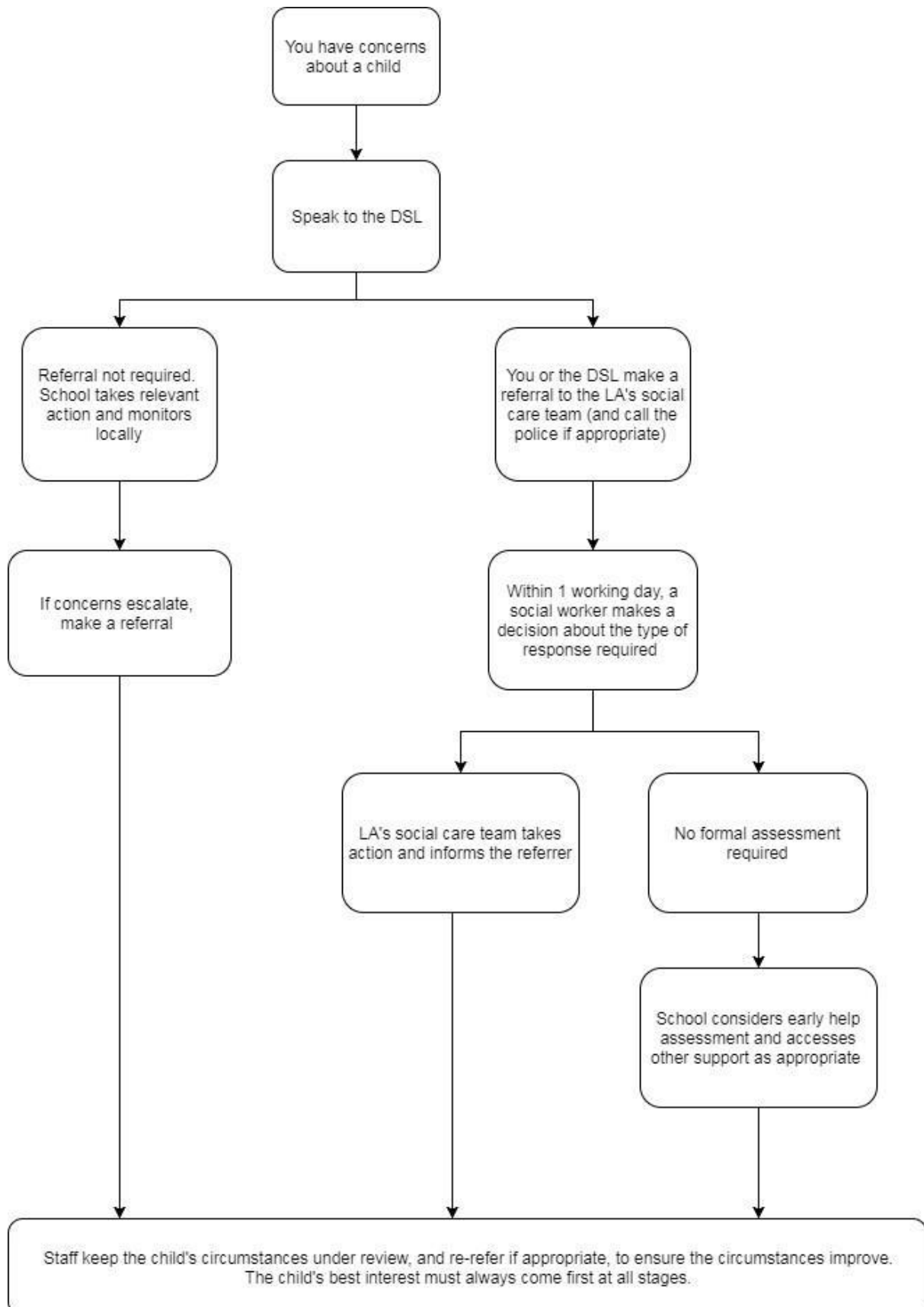
that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play).

- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people.
- Any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments.
- Excessive one-to-one attention beyond the requirements of their usual role and responsibilities.
- Inappropriate sharing of images any concerns related to serious crime, including knife crime any concerns relating to peer abuse.
- Any concerns relating to youth produced sexual imagery (sexting) any concerns relating to a child's engagement with extremist groups or ideologies.
- Disclosures or information may be received from pupils, parents or other members of the public.

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

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

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MANAGING REFERRALS AND WORKING WITH OTHERS Information given is likely to lead to referrals to supporting agencies, including:

- ☐ Social Care – Multi Agency Children’s Hub (MACH) Middlesbrough Residents – 01642 726004 Redcar and Cleveland Residents – 01642 130700
- ☐ Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- ☐ Police (cases where a crime may have been committed including Sexual Exploitation (VEMT lead), Radicalisation (through the point of contact for the Channel Panel); Female Genital Mutilation and Forced Marriage).
- ☐ South Tees Multi Agency Children’s Hub or Channel Panel as appropriate.

The DSL will liaise with the Executive Principal or Head of School to inform them of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations. The DSL will liaise with the case managers of the Local Authority for child protection concerns.

They will act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Local authority referrals where an individual suspect abuse of a child can be made using this portal: <https://www.gov.uk/report-child-abuse-to-local-council>

MENTAL HEALTH CONCERNS

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

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

If staff have a mental health concern that is also a safeguarding concern it is logged on CPOMs and the DSL/Safeguarding team lead and agree a course of action.

NMAT and Nunthorpe Academy recognise the importance of wellbeing and good mental health and employ a part time service- A Time 4 U to work inside of the Academy 3 days per week. This provision is used to meet needs of individual students and small groups to work on specific issues or topics and ensure that our students are supported and happy.

Referrals to A Time 4 U service are made through the relevant year group pastoral managers and overseen by the SEND Administrator to ensure accurate records are kept.

NMAT and Nunthorpe Academy also hold a contract with Inside Out, a Local Authority supported scheme that gives us access to a trainee emotional wellbeing practitioner alongside a team of cognitive behavioural therapists, counsellors and further links to CAMHs.

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NMAT and Nunthorpe Academy have appointed a mental health lead- Mrs B Hewitson, who is currently undergoing Thrive based training to fulfil the role.

LEVELS OF SUPPORT

Early Help/Stronger Families

If Early Help is appropriate, the DSL and team will generally lead on liaising with other agencies and setting up a multi-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Early Help assessment, in some cases being nominated and then acting as the lead practitioner.

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

Early Help Middlesbrough- 01642 726004 or email MiddlesbroughMACH@middlesbrough.gov.uk.

Early Help Redcar and Cleveland- 01642 130678 or email RedcarMACH@redcar-cleveland.gov.uk

Referrals to Local Authorities, Children's Social Care or the Police

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

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

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

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

Concerns about extremism

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

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the Academy's senior leadership team and/or seek advice from Local Authority children's social care. Make a referral to Local Authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for

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identifying and supporting individuals at risk of being drawn into terrorism, or the Local Authority's children's social care team.

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

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

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

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Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer or supply teacher, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the Head of School urgently. If the concerns/allegations are about the Head of School, speak to the Executive Principal.

The Head of School/Executive Principal will then follow the procedures set out in appendix 3, if appropriate.

Allegations of abuse made against other students- Child on Child abuse

This type of abuse takes place between young people and can include (but is not limited to):

- Physical abuse
- Sexual abuse
- Sexual harassment
- Violence
- Emotional harm
- Bullying
- Online/cyber bullying
- CSE
- CCE
- Grooming
- Teenage relationship abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We have added new categories to our behaviour systems and within ClassCharts to ensure that both verbal and physical child on child abuse is not only challenged but reported effectively and that there is clear communication between the Academy and families when these categories are used.

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

- Is serious, and potentially a criminal offence.
- Could put the individual student or peers at risk.
- Violence- both physical and verbal.
- Involves peers of students being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault or sexually inappropriate pictures or videos (including sexting and upskirting.)

As with all safeguarding concerns staff are expected to follow the Nunthorpe Multi Academy Trust’s policy.

All staff should act in the best interests of the child, immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator, as well as any other students that are involved or impacted. The Safeguarding Team for the Academy should be informed as soon as possible so they can make decisions around next steps. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Following reporting of the concern, the safeguarding team will make a judgement regarding next steps through investigation and listening to the young people involved. Parents/cares will be informed and where appropriate further referral to social services and/or the police.

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If a student makes an allegation of abuse against another student:

- The incident must be recorded correctly using ClassCharts (and CPOMs where appropriate) categories. The DSL must also be informed- this may be verbally or via the alert system.
- Incidents must be given to the DSL and team where further investigation is necessary.

If deemed necessary:

- The DSL will contact the Multi Agency Children's Hub.
- The DSL may put a risk assessment, behaviour contract and/or support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS) for wellbeing and mental health support where appropriate.

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We will minimise the risk of child-on-child abuse by:

- Ensuring adequate training for all staff at Nunthorpe Multi Academy Trust.
- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.
- Being vigilant to issues that particularly affect our different genders – for example, sexualised or aggressive touching or grabbing towards female, male or non-binary students, and any initiation or hazing type behaviours demonstrated.
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent. This includes discrete topics in both the LIFE curriculum and our Pastoral programme as well as being embedded through curriculum subjects.
- Ensuring students know they can talk to their pastoral leads, form tutors, senior leaders, members of the safeguarding team, and members of support agencies who work with the academy e.g. Targeted Intervention Officers and the school Nurse.
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- Where necessary, referring students to appropriate agencies for support. This includes A Time4U.

Under the guidance of DFE Sexual Violence and Sexual Harassment between Children in Schools and Colleges May 2018 and part 5 of KCSIE:

Nunthorpe Multi Academy Trust Academy staff will put measures in place to support victims, perpetrators and witnesses to resume learning and academy life safely.

This may include (but is not limited to) the following:

- Offer of counselling: both in person or online.
- Additional pastoral or SEND mentoring.
- Restorative justice conversations.
- Risk assessments / behaviour contracts.
- Additional support during social periods.
- Adapted timetables: including a build up timetable.
- Class changes where appropriate.

The Academy will ensure that all students (victims, perpetrators and witnesses) are managed with compassion and in a non-judgemental and non-discriminatory way.

In more serious cases, a managed move or short term alternative provision may be offered to perpetrators. In all instances, the Academy behaviour policy will be used where appropriate and as such sanctions will be applied to alleged perpetrators. In serious cases this may lead to permanent exclusion from the Academy.

Sexting (Youth Produced Sexual Images) and Upskirting

Nunthorpe Multi Academy Trust approach is based on guidance from the UK Council for Child Internet Safety for all staff and for DSLs and senior leaders.

Responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

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

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

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

Cases of upskirting must be reported to the DSL and will be reported to the Police.

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Where Referral to an External Agency is being considered:

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate Academy staff. This meeting will consider the initial evidence and aim to determine:

- ● Whether there is an immediate risk to student(s).
- If a referral needs to be made to the Multi Agency Children's Hub.
- If it is necessary to view the imagery to safeguard the young person (in most cases, imagery should never be viewed).
- What further information is required to decide on the best response.
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images from devices or online services.
- Any relevant facts about the student(s) involved which would influence risk assessment.
- ● If there is a need to contact another Academy, college, setting or individual.
- Whether to contact parents/carers of the students involved (in most cases parents/carers should be involved).

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

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- ● The information given to the DSL about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts and any student in the imagery is under 13.
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the Head of School and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review. They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks

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

Informing parents/carers

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

Referring to the Police

If it is necessary to refer an incident to the Police, this will be done either by dialling 101 or reporting on the CEOP website: <https://www.ceop.police.uk/safety-centre/>

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

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

Digital Resilience – Online Safety

Digital Resilience is paramount to the safety of students' behaviours online. Nunthorpe Multi Academy Trust needs to ensure that students understand the risks with use of the internet and online usage and are using the internet appropriately.

Included in Digital Resilience is '**Harmful online challenges and online Hoaxes**'.

The DfE is working in collaboration with the UK Council for Internet Safety Education subgroup. A hoax is a deliberate lie designed to seem truthful and online challenges generally involve users recording themselves to take a challenge and then distributing the video through social media channels, daring and inspiring others to repeat the challenge.

Filtering and Monitoring

KCSIE 2023 signposts schools and colleges to the DfE's latest filtering and monitoring standards and cyber security standards for schools and colleges. Our DSL receives daily notifications of any breaches or incidents automatically and collates a list to ensure that lessons can be learnt where needed. The expectation of Nunthorpe Academy is that all staff and governors of the Academy should understand what filtering and monitoring is, and this responsibility does not just fall to the IT team. The DSL takes lead responsibility for understanding and knowing what filtering and monitoring systems are in place and ensures training for all staff, NMAT Trustees and Nunthorpe Academy Governors.

Concerns over a students' online behaviour and information gained that a potential hoax and/or an online challenge is live must be reported to the DSL who will collate further information and then support both students and parents with the welfare of the students in our care as priority – sharing only accurate information where required and focusing on good and safe online behaviour.

As part of our pastoral curriculum and, embedded within curriculum subject areas we deliver content to ensure that our students have opportunity to explore the role of a responsible digital citizen and are given scenario based work as well as direct advice on how to become this.

Information sharing with other agencies such as police and LA Safeguarding Team may happen if felt appropriate by the DSL.

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Mental Health

Mental Health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse neglect or exploitation. Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe students and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one.

Staff will act, following the safeguarding referral process to inform the DSL or deputy about concerns about a student's mental health. Staff will undertake mental health training and students will learn about mental health and wellbeing via the PSHCE curriculum and other learning opportunities in the academy.

8. Notifying parents/carers

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

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

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

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

9. Students with special educational needs and disabilities

We recognise that students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

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

We offer extra pastoral support for students with SEN and disabilities via the Academy's SENDCOs and pastoral leaders.

10. Mobile phones and cameras

Staff are allowed to bring their personal phones to Academy for their own use, but will limit such use to non-contact time when students are not present

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the Academy.

11. Complaints and concerns about Academy safeguarding policies

11.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in

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accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

11.2 Other complaints

All other safeguarding-related complaints, for example, those related to students or premises will be dealt with in accordance with the NMAT Complaints Policy (available on the NMAT website).

11.3 Whistle-blowing

The Trust has a separate whistle-blowing policy that covers concerns regarding the way the Trust safeguards students – including poor or unsafe practice, or potential failures – please refer to NMAT Whistleblowing Policy available on the NMAT website.

12. Record-keeping

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

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

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

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

If a child for whom the Academy has, or has had, safeguarding concerns moves to another Academy, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main student file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving Academy and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Paper records are locked and stored securely in the Academy's Inclusion area or senior leadership office. Electronic files are stored securely in CPOMS (Child Protection Online Management System) with access limited to the DSLs, DDSs, Head of School and other Senior Leaders trained at L3 for Safeguarding.

The Academy shares information with other agencies when this is appropriate and recognises that information sharing must be GDPR compliant.

In addition:

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

13. Training

13.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the Academy's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training is regularly updated and in line with advice from the 3 safeguarding partners.

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

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

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

Volunteers will receive appropriate training, if applicable.

13.2 The DSL and deputies

The DSL and deputies will undertake Level 3 child protection and safeguarding training at least every 2 years.

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

They will also undertake Prevent awareness training.

13.3 Trustees and Governors

All Trustees and governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the Executive Principal may be required to act as the 'case manager' if an allegation of abuse is made against the Head of School, they receive training in managing allegations for this purpose.

13.4 Recruitment – interview panels

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

14. Monitoring arrangements

This policy will be reviewed **annually** by Board of Trustees. At every review, it will be approved by the full Board of Trustees.

15. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Complaints
- Allegations of Abuse Against Staff
- Anti-Bully
- Health and safety
- Staff Concerns
- Whistleblowing
- Attendance
- Online safety- Harmful online challenges and online hoaxes
- Equality
- Relationship Education, Relationship and Sex Education (RSE) and Health Education and Safeguarding

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- First aid
- Curriculum
- Privacy notices
- Risk assessment Policy
- Relevant E safety and IT Handbook
- Recruitment and Retention
- Academy Visitor Behaviour
- Academy Specific Journeys/ Visits and Insurance
- Estranged Families
- Remote Learning
- Mobile Phone Use

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

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Appendix 1: types of abuse

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

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

Childon Childabuse is where children abuse other children and this can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation / hazing type of violence and rituals.

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

Emotional abuse may involve:

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

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

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

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

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

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

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

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

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Appendix 2: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the Academy's Single Central Record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Complete an online check for all applicants invited to interview.
- Verify their identity;
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months;
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities;
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards;
- Verify their professional qualifications, as appropriate;
- Ensure they are not subject to a prohibition order if they are employed to be a teacher;
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority (or equivalent), and criminal records checks or their equivalent;
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state.
 - We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
 - We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in an Academy or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in an Academy or college where that work provides an opportunity for contact with children; or

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- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the Academy has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity;
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the Academy

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Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity;
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity;
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.

Trustees and Governors

All Trustees, Governors and NMAT Members will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

The Chair of the Board will have their DBS check countersigned by the Secretary of State. All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]
- Identity;
- Right to work in the UK;
- Other checks deemed necessary if they have lived or worked outside the UK.

Staff working in alternative provision settings

Where we place a student with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

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Adults who supervise students on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Students staying with host families

Where the Academy plans for students to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the Academy is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

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Appendix 3: allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children, and/or behaved or may have behaved in a way that indicates they may not be suitable to work with children

This includes behaviour that may have happened outside of the Academy, that might make an individual unsuitable to work with children, which is known as transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works will be undertaken. Where there are any doubts we will seek advice from the local authority designated officer (LADO).

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

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

Where the Academy identifies that a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, we will contact children's social care and as appropriate the police immediately

There are two aspects to consider when an allegation is made:

- Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations we will:

- apply common sense and judgement
- deal with allegations quickly, fairly and consistently; and
- provide effective protection for the child and support the person subject to the allegation.

Suspension

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

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

- Redeployment within the Academy so that the individual does not have direct contact with the child or children concerned;
- Providing an assistant to be present when the individual has contact with children;
- Redeploying the individual to alternative work in the Academy so that they do not have unsupervised access to children;
- Moving the child or children to classes where they will not encounter the individual, making it clear that this

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is not a punishment and parents have been consulted.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation.
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- **False:** there is sufficient evidence to disprove the allegation

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- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence).
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Head of School (or the Executive Principal) where the Head of School is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the Academy is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate.
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the Academy and their contact details.
- **If it is decided that no further action is to be taken** regarding the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in Academy and/or liaise with the police and/or children’s social care services as appropriate.
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate via trade union representatives, or a colleague. In addition, arrangements are available for welfare counselling or medical advice via the Trust’s HR department.

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- Inform the parents/carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents/carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent/carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents/ carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

If the Academy is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the Trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the Academy's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days.
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the Academy ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the Academy's HR Manager will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

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

Individuals returning to work after suspension

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

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

Unsubstantiated or malicious allegations

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

Confidentiality

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

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

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

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation.
- Details of how the allegation was followed up and resolved.
- Notes of any action taken and decisions reached (and justification for these, as stated above).

If an allegation or concern is not found to have been malicious, the Academy will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual.

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Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the Local Authority's Designated Officer to determine whether there are any improvements that we can make to the Academy's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff.
- The duration of the suspension.
- Whether or not the suspension was justified.
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

Appendix 4: specific safeguarding issues

Children missing from education

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

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

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

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

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

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

Child sexual exploitation and child criminal exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

Similarly, Child Criminal Exploitation (CCE), including County Lines drug distribution uses the same, or similar methods to engage a young person in criminal activity. This is a form of abuse.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual

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relationship.

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

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections or becoming pregnant;
- Displaying inappropriate sexualised behaviour;
- Suffering from changes in emotional wellbeing;
- Misusing drugs and/or alcohol;
- Going missing for periods of time, or regularly coming home late;
- Regularly missing Academy or education, or not taking part in education.

Homelessness

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

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

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

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

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

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

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

FGM

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

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

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place;
- A mother/family member disclosing that FGM has been carried out;
- A family/student already being known to social services in relation to other safeguarding issues.

- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable;
 - Finding it hard to sit still for long periods of time (where this was not a problem previously);
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating;
 - Having frequent urinary, menstrual or stomach problems;
 - Avoiding physical exercise or missing PE;
 - Being repeatedly absent from Academy, or absent for a prolonged period;
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour;
 - Being reluctant to undergo any medical examinations;
 - Asking for help, but not being explicit about the problem;
 - Talking about pain or discomfort between her legs.
 -

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider);
- FGM being known to be practised in the girl's community or country of origin;

- A parent or family member expressing concern that FGM may be carried out;

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- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues;
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM;
 - Having limited level of integration within UK society;
 - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”;
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged Period;
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM;
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion);
 - Being unexpectedly absent from Academy;
 - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication;

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

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Since February 2023, it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

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

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

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The DSL will:

- Speak to the student about the concerns in a secure and private place;
- Activate the local safeguarding procedures and refer the case to the Local Authority's Designated Officer;
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk

- Refer the student to an education welfare officer, pastoral tutor, learning mentor, or counsellor, as appropriate.

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Academy's have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our Academy being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

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

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

Staff will be alert to changes in students' behaviour.

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

- Refusal to engage with, or becoming abusive to, peers who are different from themselves;
- Becoming susceptible to conspiracy theories and feelings of persecution;
- Changes in friendship groups and appearance;
- Rejecting activities they used to enjoy;
 - Converting to a new religion;
 - Isolating themselves from family and friends;
 - Talking as if from a scripted speech;
 - An unwillingness or inability to discuss their views;
 - A sudden disrespectful attitude towards others;
 - Increased levels of anger;
 - Increased secretiveness, especially around internet use;

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- Expressions of sympathy for extremist ideologies and groups, or justification of their actions;
- Accessing extremist material online, including on Facebook or Twitter;
- Possessing extremist literature;
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

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

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

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

Checking the identity and suitability of visitors

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in electronically and wear a visitor's badge.

Visitors to the Academy who are visiting for a professional purpose, such as educational psychologists and Academy improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out.

All other visitors, including visiting speakers, will be always accompanied by a member of staff. We will not invite into the Academy any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using Academy facilities is not seeking to disseminate extremist views or radicalise students or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Attempt to contact parents/carers/emergency contacts.
- Ensure student remains on academy property until collected by an appropriate person.

Missing students

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

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- Check the academy building and site immediately, using CCTV if necessary to support the search.
- If a student goes missing and are not on the premises or are known to have left the premises call the parent/carer without delay to inform them that that their child is missing from the academy.
- If a search of the near vicinity and contact with the parent/carer and other emergency contacts fails to locate the student the Police should be called to share the details of the missing student.
- In partnership with the Police and parents/carers the search will continue until the student is located.
- All parties will be contacted when the student is located.
- For children missing from education for a longer period of time the Local Authority will be contacted, and the student reported as missing from education. This will happen after a student is missing from the academy for more than 10 days but may be triggered earlier if the circumstances are a cause for concern.



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