THE CENTRE SCHOOL LOCAL GOVERNANCE COMMITTEE (LGC)

Tuesday 18 January 2022

To be held at 6.00pm

In Conference through Microsoft Teams

Membership:

Pri Pinnaduwa (Chair); Sue Raven (Principal); Martin Gerrard-Croxon; Judith Davies; Kate Lees; Stuart Taylor, Richard Watson.

In attendance:

Clerk: Melanie Basson; Dr Alison Jones

Minute Reference	Summary of action required	Responsible	Status
16.11.21	Circulate Glossary of Terms and Ofsted readiness webinar presentation slides to all committee members	Clerk	Complete
16.11.21	TCS LGC Link Lead roles to be added to next LGC agenda	Clerk	Agenda item 7
16.11.21	TCS to publish TCS Adults at risk Safeguarding policy accordingly	Principal	Complete
16.11.21	TCS Online Safety policy to be added to next LGC agenda	Clerk	Agenda item 8
16.11.21	TCS Behaviour Management/Anti-Bullying policy to be electronically ratified	All	Complete
16.11.21	New members to be advised regarding mandatory training	Clerk	Complete

Agenda

Item	Timings	Subject	Format
1	2 mins	Introductions and apologies • JD appointment • AJ potential new member	Oral item - Chair
2	2 mins	Minutes, action tracker and matters arising Minutes of last meeting on 16 November 2021	Papers attached (pages 3-6) - Chair
3	2 mins	Declarations of interest	Oral item -Chair

4	2 mins	TCS membership • Committee member recruitment – JD & AJ	Oral item – Chair
5	20 mins	Principals update	Oral item - Principal
6	10 mins	Farm update	Oral item - Principal
7	2 mins	LGC Link Leads: Behaviour - PP Teaching and Learning and Basic Skills - KL Safeguarding – JD Personal Development – to assign Curriculum – to assign	Oral item - Chair
8	5 mins	Link Lead visit report: • Teaching and Learning, Basic Skills -KL	Papers attached – Chair (pages 7-8)
9	10 mins	Policies to be reviewed • TCS Online Safety policy • Acceptable Use policy • Attendance policy • TCS Safeguarding policy	Papers attached - Chair (pages 9-33) (pages 34-36 (pages 37-44) (pages 38-94)
10	10 mins	Feedback from student forum meetings on sexual harassment in schools.	Oral item – Chair - MCr
11	2 mins	Future agenda items and confirmation of forthcoming dates • Next LGC meeting 8 March 2022 • Ofsted readiness • Gold Award • SRE feedback	Oral item - Chair
12	2 mins	Any Other Business	Oral item - Chair

The Centre School

Local Governance Committee Meeting

Tuesday 16 November 2021

at The Centre School

MINUTES

Members Present:	Pri Pinnaduwa (Chair); Sue Raven (Principal), Martin Gerrard-Croxon; Kate Lees; Stuart Taylor; Richard Watson.
In Attendance:	Melanie Basson (Clerk);

Minute Reference	Summary of action required	Responsible	Status
21.09.2021 Item 4	Clerk to remove statement from TCS minutes dated 22.06.21 regarding questions.	Clerk	Complete
21.09.21 Item 4	Clerk to arrange publishing up to date Statutory Governance Information.	Clerk	Complete
21.09.21 Item 11	TCS to publish TCS Safeguarding policy accordingly	Principal	Complete
21.09.21 Item 11	TCS SRE policy to be shared with LGC members for review. Clerk to arrange ratification and publishing.	Clerk	Complete
16.11.21 Item 6	Circulate Glossary of Terms and Ofsted readiness webinar presentation slides to all committee members	Clerk	Complete
16.11.21 Item 9	TCS LGC Link Lead roles to be added to next LGC agenda	Clerk	Complete
16.11.21 Item 10	TCS to publish TCS Adults at risk Safeguarding policy accordingly	Principal	Complete
16.11.21 Item 10	TCS Online Safety policy to be added to next LGC agenda	Clerk	Complete
16.11.21 Item 10	TCS Behaviour Management/Anti-Bullying policy to be electronically ratified	All	Complete
16.11.21 Item 11	New members to be advised regarding mandatory training	Clerk	Complete

1) Election of Chair

The committee acknowledged Mrs Notley's resignation as Chair to TCS LGC, a letter of thanks acknowledging her contribution to TCS has been sent to Mrs Notley.

LGC members were invited to express interest in taking the role of Chair to TCS LGC and following appropriate process, Miss Pinnaduwa was appointed as Chair to TCS LGC by the Trust. Clerk handed proceedings over to the Chair.

2) Introductions and Apologies

The meeting started at 6.00pm. Introductions were made and staff were welcomed.

There were no apologies for absence.

The committee acknowledged Mrs Sare's resignation to TCS LGC, a letter of thanks acknowledging her contribution to TCS has been sent to Mrs Sare.

The committee welcomed Mr Watson as a new LGC member appointed by the Trust.

3) Minutes, Actions and Matters Arising

The minutes of the previous meeting held by TCS LECC on 21 September 2021 were approved and adopted as a fair and accurate record of the meeting. The summary of actions was reviewed.

The committee noted matters arising from the last meeting and noted all actions had been completed.

4) Declarations of Interest

There were no declarations of interest for agenda items regarding this meeting.

5) Committee Membership

Committee members were informed that two potential LGC members have been identified, to which Clerk was asked to continue with the appropriate recruitment process.

6) Principal's Update and questions

The Principals report was circulated in advance of the meeting, to which the Principal expanded upon:

- TCS student attendance for all years for this academic year to 22 October is 78.92%
- Days lost to COVID isolation:17 (7 Students), COVID illness:77 (10 Students), Total Days:94 (16 Students)
- Exclusions up to October half term were higher at 25 days in total for 13/106 students, of which 18 days were students in Year 9.
- TCS Budget is on track.
- Risks

The Chair questioned whether student exclusion rates are expected to improve with this cohort and enquired regarding staff resilience levels and wellbeing.

The Principal reported that TCS continue to apply different strategies to avoid student exclusions and since half term there have been no exclusions.

The Principal informed the committee of improved ways of working to deliver Maths to each student cohort. Staff resilience levels and wellbeing are consistently monitored, and staff at TCS are coping extremely well with no concerns currently.

The Chair questioned whether staffing levels are being affected due to a lack of budget or difficulties recruiting suitable candidates.

The Principal informed the committee that TCS has sufficient budget to fund expected staffing levels, and whilst recent recruitment is proving successful, confirmed that it is challenging to source staff with the specific skills required to accommodate the needs of TCS students.

The Principal was thanked for their report.

Committee members were shown the recently installed Sensory room, used by TCS as a therapeutic space with a variety of equipment that provides students with personalised sensory input. The room is available to students who would benefit most in preparing them for learning and interacting with others. The room was funded by Redhill Trust (£8k) and Eastern Counties Trust (£2k).

In addition, TCS were successful in a charitable bid and received just over £4k to fund kitchen equipment from the Savoy Educational Trust, to support the long term plan of re-opening the school café.

The Principal reported that TCS continue to work with Fran Lightfoot, Central Astrea Fundraising Advisor, to pursue potential opportunities to apply for future funding, for example, supporting a member of staff at the farm for 3 years.

The Clerk was asked to circulate a Glossary of terms and Ofsted readiness webinar presentation slides to all members of the committee for information.

7) School Improvement Plan (SIP) 2021-22

TCS SIP Gold Star 2021-22 was circulated the committee in advance of the committee and this was discussed.

The Principal reported TCS reading and spelling baseline and progress data for current student cohort was shared with Trustees.

Mr Gerrard-Croxon reported that students are supported by staff to complete worksheets evidencing where SEMH measures have been demonstrated. Students insert photographs and comments under each heading identifying student engagement, resilience and relationships.

The committee were informed that developers 'Urban and Civic', are currently working on an extensive housing development at nearby Waterbeach and are engaging with local schools. CVC and TCS staff were invited to take a tour of the development site with a view to providing CVC and TCS with learning opportunities. The committee were informed these opportunities could include student work experience placements and archaeology dig/metal detecting on the site and provision of building supplies.

The committee were informed that the life skills conversion is in progress at back of health and beauty. TCS music therapy shed was not suitable for working with students due to extensive flooding 4-5 weeks ago. TCS managed to move all equipment successfully over to the health and beauty room, where music is continuing to be delivered, whilst a more permanent arrangement can be established.

The Principal reported that TCS continue to review Post 16 curriculum offer for students.

8) Farm update

The Principal updated the committee with regards to the progress of the farm situated nearby in Rampton.

- Fencing complete
- Building work has started
- Students are attending weekly
- Number of students is restricted by the number of staff available to accompany students at the farm.

The Chair questioned whether TCS receive extra funding for staff resources at the farm.

The Principal informed the committee that the farm is resourced from within TCS budget, and David Thomas is informed of the progress and financial expenditure with a view to monitoring the farm provision.

9) Link Lead arrangements

The Committee noted the current Link Lead roles as Mrs Lees has responsibility for Teaching and Learning and Basic skills. Miss Pinnaduwa is responsible for Behaviour and agreed to taking on responsibility for Safeguarding in the interim period of new members being appointed.

The Clerk was asked to add TCS LGC Link roles to the next LGC agenda, with a view to allocating roles on appointment of new LGC members.

10) Policies to be reviewed

The Clerk was asked to add TCS Online Safety policy to the next LGC meeting agenda.

TCS Behaviour Management/Anti-Bullying policy was circulated prior to the meeting and committee members were asked to review and submit feedback to the Clerk to arrange electronic ratification and publishing.

TCS Adults at risk Safeguarding policy was circulated to committee members in advance of the meeting. The policy was reviewed and adopted by the committee. Academy to arrange publishing on TCS website and sharing with staff.

11) Member training

Committee members acknowledged completion of training modules through the Educare platform and acknowledged KCSIE Part1.

Miss Pinnaduwa: Child Protection in Education, Equality and Diversity, Sexual Violence and Harassment between children, Prevent Duty, Online Safety and Peer on Peer abuse.

Mrs Lees: Child Protection in Education, Equality and Diversity, Sexual Violence and Harassment between children.

Committee members were reminded of the upcoming governance webinar sessions and invited to attend:

- 25th November 2021, 12noon, Ofsted readiness (Dimitris Spiliotis)
- 10th December 2021, 12noon, The Governance of SEND (Chris Rossiter, CEO of The Driver Youth Trust)

Clerk to arrange training for new members.

12) Date of next meeting

The date of the next meeting is scheduled to take place on 18 January 2022.

Future agenda items:

- Ofsted readiness
- Online Safety policy
- Sexual harassment and SRE
- Student focus group feedback core group
- LGC Link Lead roles

13) Any other business

The meeting closed at 7.20pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 7 December 2021

THE CENTRE SCHOOL
COTTENHAM
Astrea Academy Trust
INSPIRING BEYOND MEASURE

LGC Member School Visit Record

Name	Kate Lees
Date of Visit	1st December 2021
Focus of Visit	Basic skills session
Classes/staff visited	Basic Skills/Martin Gerrard-Croxon & Laura

Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.
I spent time in two basic skills lessons, talked to Laura about the aims and objectives of the lesson and how these were carried out in practice, chatted to a couple of students about how they were getting on and what they were doing.

What I have learned as a result of my visit
There are three levels to the basic skills classes and, having spent time in the first two levels I could see the progress that the students make as they work through the sessions.

There are clear aims and objectives for each student beginning with a baseline test to see where they were at, followed by continual assessment to gauge their progress. With the use of both phonics and repetition of spellings students learn to work out both sounds and how these look in a written text.

The students are fully engaged with their learning and have word cards to help with those words they find difficult to master - moving them to a 'safe' folder when they have learnt the word. With this strategy they can see their progress and showed great pride in the cards they had learnt to pronounce. As they progress they focus more on spelling and reading to develop their understanding of the words they have learnt.

The use of peer on peer reading (one student from a higher basic skills group visiting and reading with a student from a lower group) is a brilliant way to help with reading and also interpersonal skills as the students encouraged each other.

Positive comments about the focus I was impressed with the engagement from the students and the ownership they clearly had over their own learning. The students were very keen to show me their word cards and how many 'safe' words they had learnt. The peer on peer reading was brilliant and worked really well with students who were excited to work together to develop their skills. It was also good to hear students read out loud to the class as they progressed in their learning. Again they were keen to show me what they knew in both learned spellings and also the ability to place these words into sentences, showing a good understanding of what the words meant.
Aspects I would like clarified/questions I have The learning style between the two levels of basic skills that I visited were very different and it would be interesting to know more about how students transition between the two.
Ideas for future visits It would be good to visit the highest level basic skills class for my own benefit of building up a fuller picture of the progression from when a student enters the school up to when they finish.
Any other comments I continue to be impress with the commitment and dedication of the staff who show great enthusiasm and care deeply about the students and the progress they make, sometimes under the most difficult circumstances. There is a clear focus for the lessons resulting in both staff and students knowing what to aim for and the process by which they can achieve this.

Online Safety Policy 2022-24

Date	4 January 2022
Written by	TCS Safeguarding Lead
Date adopted by The Centre School LGC	18 January 2022 TBC
Review Date	January 2024

Introduction

Key people / dates

	Designated Safeguarding Lead (DSL) team	Annabel Gerrard Croxon, Sue Raven, Chris Lee-McCloud
	Online-safety lead (if different)	Annabel Gerrard Croxon
	Online-safety / safeguarding link governor	Pri Pinnaduwa
	PSHE/RSHE lead	Martin Gerrard Croxon
	Network manager / other technical support	Giles Williams

What is this policy?

Online safety is an integral part of safeguarding and requires a whole school, cross-curricular approach and collaboration between key school leads. Accordingly, this policy is written in line with 'Keeping Children Safe in Education' 2021 (KCSIE), 'Teaching Online Safety in Schools' 2019, statutory RSHE guidance 2019 and other statutory documents. It complements existing and forthcoming subjects including Health, Relationships and Sex Education, Citizenship and Computing; it is designed to sit alongside your school's statutory Safeguarding Policy. Any issues and concerns with online safety <u>must</u> follow the school's safeguarding and child protection procedures.

Who is it for; when is it reviewed?

This policy should be a living document, subject to full annual review but also amended where necessary during the year in response to developments in the school and local area. We recommend you read the **DfE** 'Get help with remote education' guidance at safepolicies.lgfl.net before reissuing your school policies for online safety, safeguarding and AUPs to see what needs changing in the light of potential closure, remote learning and alternative arrangements at school. Although many aspects will be informed by legislation and regulations, you should involve staff, governors, pupils and parents in writing and reviewing the policy (KCSIE stresses making use of teachers' day-to-day experience on the ground). This will help ensure all stakeholders understand the rules that are in place and why, and that the policy affects day-to-day practice. Pupils could help to design a version in language their peers understand or help you to audit compliance. Acceptable Use Policies (see appendices) for different stakeholders help with this – ensure these are reviewed alongside this overarching policy. Any changes to this policy should be immediately disseminated to all the above stakeholders.

Who is in charge of online safety?

You may have a named online-safety lead at your school (see above); this person may or may not be the designated safeguarding lead (DSL), but KCSIE makes clear that "the designated safeguarding lead should take **lead** responsibility for safeguarding and child protection (including online safety)."

What are the main online safety risks today?

Online-safety risks are traditionally categorised as one of the 3 Cs: Content, Contact or Conduct (identified by Professor Tanya Byron's 2008 report "Safer children in a digital world"). These three areas remain a helpful way to understand the risks and potential school response, whether technological or educational. They do not stand in isolation, however, and it is important to understand the interplay between all three.

Many of these new risks are mentioned in KCSIE 2021, e.g. extra-familial harms where children are at risk of abuse or exploitation to multiple harms in situations outside their families including sexual exploitation, criminal exploitation, serious youth violence, upskirting and sticky design.

In past and potential future **remote learning and lockdowns**, there is a greater risk for grooming and exploitation (CSE, CCE and radicalisation) as children spend more time at home and on devices. There is a real risk that some of your pupils may have missed opportunities to disclose such abuse during the lockdowns or periods of absence. The quick audit safeposters.lgfl.net or quiz at digisafedigest.lgfl.net may help to surface some of these issues.

Following the government's investigation into **peer-on-peer sexual abuse** and Ofsted review, schools will need to review their policies to ensure appropriate processes are in place to allow pupils to report sexual harassment

and abuse concerns freely, knowing these will be taken seriously and dealt with swiftly and appropriately – ensure pupils are aware of the new [NSPCC helpline](#) and your school's internal reporting channels. Ways we can help you stay up to date with the latest news, risks, opportunities, best-practice and trends include the LGfL DigiSafe [blog](#), [newsletter](#) and our [Twitter](#)/[Facebook](#) channels.

How will this policy be communicated?

This policy can only impact upon practice if it is a (regularly updated) living document. It must be accessible to and understood by all stakeholders. It will be communicated in the following ways: Posted on the school website

- Available on the internal staff network/drive
- Part of school induction pack for all new staff (including temporary, supply and non-classroom-based staff)
- Integral to safeguarding updates and training for all staff (especially in September refreshers)
- Clearly reflected in the Acceptable Use Policies (AUPs) for staff, volunteers, c, governors and pupils
- AUPs issued to whole school community, on entry to the school, and reissued if updated after annual review
- AUPs are displayed in school
- Reviews of this Online-Safety Policy will include input from staff, pupils and other stakeholders, helping to ensure further engagement

Contents

Overview

Aims

This policy aims to:

- Set out expectations for all The Centre School community members' online behaviour, attitudes and activities and use of digital technology (including when devices are offline)
- Help all stakeholders to recognise that online/digital behaviour standards (including social media activity) must be upheld beyond the confines of the school gates and school day, and regardless of device or platform
- Facilitate the safe, responsible, respectful and positive use of technology to support teaching & learning, increase attainment and prepare children and young people for the risks and opportunities of today's and tomorrow's digital world, to survive and thrive online
- Help school staff working with children to understand their roles and responsibilities to work safely and responsibly with technology and the online world:
  - for the protection and benefit of the children and young people in their care, and
  - for their own protection, minimising misplaced or malicious allegations and to better understand their own standards and practice
  - for the benefit of the school, supporting the school ethos, aims and objectives, and protecting the reputation of the school and profession
- Establish clear structures by which online misdemeanours will be treated, and procedures to follow where there are doubts or concerns (with reference to other school policies such as Behaviour Policy or the Behaviour Management and Anti-Bullying Policy)

Further Help and Support

Internal school channels should always be followed first for reporting and support, as documented in school policy documents, especially in response to incidents, which should be reported in line with our Safeguarding Policy. The DSL will handle referrals to local authority multi-agency safeguarding hubs (MASH) and normally the Principal will handle referrals to the LA designated officer (LADO).

Beyond this, **reporting.lgfl.net** has a list of curated links to external support and helplines for both pupils and staff, including the Professionals' Online-Safety Helpline from the UK Safer Internet Centre and the new NSPCC Report Abuse Helpline for sexual harassment or abuse, as well as hotlines for hate crime, terrorism and fraud which might be useful to share with parents, and anonymous support for children and young people.

Scope

This policy applies to all members of The Centre School community (including teaching and support staff, supply teachers, governors, volunteers, contractors, students/pupils, parents/carers, visitors and community users) who have access to our digital technology, networks and systems, whether on-site or remotely, and at any time, or who use technology in their school role.

Roles and responsibilities

This school is a community and all members have a duty to behave respectfully online and offline, to use technology for teaching and learning and to prepare for life after school, and to immediately report any concerns or inappropriate behaviour, to protect staff, pupils, families and the reputation of the school.

Principal – Sue Raven

Key responsibilities:

- Support safeguarding leads and technical staff as they review protections for **pupils in the home** and **remote-learning** procedures, rules and safeguards.
- Foster a culture of safeguarding where online safety is fully integrated into whole-school safeguarding
- Oversee the activities of the designated safeguarding lead and ensure that the DSL responsibilities listed in the section below are being followed and fully supported
- Ensure that policies and procedures are followed by all staff
- Undertake training in offline and online safeguarding, in accordance with statutory guidance and relevant Local Safeguarding Partnerships
- Liaise with the designated safeguarding lead on all online-safety issues which might arise and receive regular updates on school issues and broader policy and practice information
- Take overall responsibility for data management and information security ensuring the school's provision follows best practice in information handling; work with the DPO, DSL and governors to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Ensure the school implements and makes effective use of appropriate ICT systems and services including school-safe filtering and monitoring, protected email systems and that all technology including cloud systems are implemented according to child-safety first principles
- Be responsible for ensuring that all staff receive suitable training to carry out their safeguarding and online safety roles
- Understand and make all staff aware of procedures to be followed in the event of a serious online safeguarding incident
- Ensure suitable risk assessments are undertaken so the curriculum meets needs of pupils, including risk of children being radicalised
- Ensure that there is a system in place to monitor and support staff (e.g. network manager) who carry out internal technical online-safety procedures
- Ensure governors are regularly updated on the nature and effectiveness of the school's arrangements for online safety
- Ensure the school website meets statutory requirements

Designated Safeguarding Lead / Online Safety Lead – Annabel Gerrard Croxon

Key responsibilities (the DSL may delegate certain online safety duties, e.g. to the online-safety coordinator, but not the overall responsibility; this assertion and all quotes below are from Keeping Children Safe in Education 2021):

- "The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection [including online safety] … this **lead** responsibility should not be delegated"
- Work with the Principal and technical staff to review protections for **pupils in the home** and **remote-learning** procedures, rules and safeguards
- Ensure "An effective approach to online safety that empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate."
- "Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety

and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies."

- Take day-to-day responsibility for online safety issues and be aware of the potential for serious child protection concerns
- Remind staff of safeguarding considerations as part of a review of remote learning procedures and technology, including that the same principles of online safety and behaviour apply
- Work with the Principal, DPO and governors to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Stay up to date with the latest trends in online safeguarding and undertake Prevent awareness training
- Review and update this policy, other online safety documents (e.g. Acceptable Use Policies) and the strategy on which they are based (in harmony with policies for behaviour, safeguarding, Prevent and others) and submit for review to the Local Governance Committee.
- Receive regular updates in online safety issues and legislation, be aware of local and school trends
- Ensure that online safety education is embedded across the curriculum in line with the statutory RSHE guidance (e.g. by use of the updated UKCIS framework 'Education for a Connected World – 2020 edition') and beyond, in wider school life
- Promote an awareness of and commitment to online safety throughout the school community, with a strong focus on parents, but also including hard-to-reach parents
- Ensure all staff are aware of the procedures that need to be followed in the event of an online safety incident, and that these are logged in the same way as any other safeguarding incident.
- Oversee and clarify with staff and governors that 'appropriate filtering and monitoring' with governors is both physical and technical.
- Ensure the updated 2021 DfE guidance on Sexual Violence & Sexual Harassment Between Children in Schools & Colleges Guidance is followed throughout the school and that staff adopt a zero-tolerance, whole school approach to this, as well as to bullying.
- Facilitate training and advice for all staff, including supply teachers:
  - all staff must read KCSIE Part 1 and all those working with children Annex B

Local Governance Committee, led by Online Safety / Safeguarding Link Governor – Pri Pinnaduwa

Key responsibilities (quotes are taken from Keeping Children Safe in Education 2021)

- Approve this policy and strategy and subsequently review its effectiveness, e.g. by asking the questions in the helpful document from the UK Council for Child Internet Safety (UKCIS) Online safety in schools and colleges: Questions from the Governing Board
- Ask about how the school has reviewed protections for **pupils in the home** (including when with online tutors) and **remote-learning** procedures, rules and safeguards
- "Ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of DSL with **lead responsibility** for safeguarding and child protection (including online safety) with the appropriate status and authority and time, funding, training, resources and support…"
- Support the school in encouraging parents and the wider community to become engaged in online safety activities
- Have regular strategic reviews with the online-safety coordinator / DSL and incorporate online safety into standing discussions of safeguarding at governor meetings

- Work with the DPO, DSL and Principal to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Check all school staff have read Part 1 of KCSIE; SLT and all working directly with children have read Annex B; check that Annex D on Online Safety reflects practice in your school
- "Ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated […] in line with advice from the local three safeguarding partners […] integrated, aligned and considered as part of the overarching safeguarding approach."
- "Ensure appropriate filters and appropriate monitoring systems are in place [but…] be careful that 'overblocking' does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding".
- "Ensure that children are taught about safeguarding, including online safety […] as part of providing a broad and balanced curriculum […] Consider a whole school or college approach to online safety [with] a clear policy on the use of mobile technology

All staff

Key responsibilities:

- In 2021/2022 pay particular attention to safeguarding provisions for **home-learning** and **remote-teaching technologies**,
- Recognise that **RSHE** is now statutory and that it is a whole-school subject requiring the support of all staff; online safety has become core to this new subject
- Understand that online safety is a core part of safeguarding; as such it is part of everyone's job – never think that someone else will pick it up
- Know who the Designated Safeguarding Lead (DSL) and Online Safety Lead (OSL) are Annabel Gerrard Croxon
- Read Part 1, Annex B and Annex D of Keeping Children Safe in Education 2021
- Read and follow this policy in conjunction with the academy's main Safeguarding Policy
- Record online-safety incidents in the same way as any safeguarding incident and report in accordance with school procedures.
- Understand that safeguarding is often referred to as a jigsaw puzzle – you may have discovered the missing piece so do not keep anything to yourself
- Sign and follow the staff Acceptable Use Policy and adhere to the staff code of conduct.
- Notify the DSL if policy does not reflect practice in your school and follow escalation procedures if concerns are not promptly acted upon
- Identify opportunities to thread online safety through all school activities as part of a whole school approach in line with the RSHE curriculum, both outside the classroom and within the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise (which have a unique value for pupils)
- Whenever overseeing the use of technology in school or for homework or remote teaching, encourage and talk about appropriate behaviour and how to get help and consider potential risks and the age-appropriateness of websites (find out what appropriate filtering and monitoring systems are in place)
- When supporting pupils remotely, be mindful of additional safeguarding considerations

- Carefully supervise and guide pupils when engaged in learning activities involving online technology, supporting them with search skills, critical thinking, age appropriate materials and signposting, and legal issues such as copyright and GDPR.
- Be aware of security best-practice at all times, including password hygiene and phishing strategies.
- Prepare and check all online source and resources before using
- Encourage pupils/students to follow their Acceptable Use Policy at home as well as at school, remind them about it and enforce school sanctions.
- Notify the DSL of new trends and issues before they become a problem
- Take a zero-tolerance approach to bullying and sexual harassment
- Be aware that you are often most likely to see or overhear online-safety issues (particularly relating to bullying and sexual harassment and violence) in the playground, corridors and other communal areas outside the classroom – let the DSL know
- Receive regular updates from the DSL and have a healthy curiosity for online safeguarding issues
- Model safe, responsible and professional behaviours in their own use of technology. This includes outside the school hours and site, and on social media, in all aspects upholding the reputation of the school and of the professional reputation of all staff.

PSHE / RSHE Lead/s – Martin Gerrard Croxon

Key responsibilities:

- As listed in the 'all staff' section, plus:
- Embed consent, mental wellbeing, healthy relationships and staying safe online into the PSHE / Relationships education, relationships and sex education (RSE), including how to use technology safely, responsibly, respectfully and securely, and where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- "This will include being taught what positive, healthy and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviour online. Throughout these subjects, teachers will address online safety and appropriate behaviour in an age appropriate way that is relevant to their pupils' lives."
- Work closely with the DSL and all other staff to ensure an understanding of the issues, approaches and messaging within PSHE / RSHE.

Subject leaders

Key responsibilities:

- As listed in the 'all staff' section, plus:
- Look for opportunities to embed online safety in your subject or aspect, especially as part of the new RSHE curriculum, and model positive attitudes and approaches to staff and pupils alike
- Consider how the UKCIS framework Education for a Connected World and Teaching Online Safety in Schools can be applied in your context
- Ensure subject specific action plans also have an online-safety element

Network Manager/technician – Giles Williams

Key responsibilities:

- As listed in the 'all staff' section, plus:
- Support the Principal and DSL team as they review protections for **pupils in the home** and **remote-learning** procedures, rules and safeguards
- Keep up to date with the school's Online Safety Policy and technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- Meet the RSHE lead to see how the online-safety curriculum delivered through this new subject can complement the school IT system and vice versa, and ensure no conflicts between educational messages and practice.
- Work closely with the designated safeguarding lead / online safety lead / data protection officer to ensure that school systems and networks reflect school policy
- Ensure the above stakeholders understand the consequences of existing services and of any changes to these systems (especially in terms of access to personal and sensitive records / data and to systems such as YouTube mode, web filtering settings, sharing permissions for files on cloud platforms etc.
- Support and advise on the implementation of 'appropriate filtering and monitoring' as decided by the DSL and senior leadership team
- Maintain up-to-date documentation of the school's online security and technical procedures
- To report online-safety related issues that come to their attention in line with school policy
- Manage the school's systems, networks and devices, according to a strict password policy, with systems in place for detection of misuse and malicious attack, with adequate protection, encryption and backup for data, including disaster recovery plans, and auditable access controls
- Monitor the use of school technology, online platforms and social media presence and that any misuse/attempted misuse is identified and reported in line with school policy
- Work with the Principal to ensure the school website meets statutory DfE requirements

Data Protection Officer (DPO) – Melanie Basson

Key responsibilities:

- Be aware that of references to the relationship between data protection and safeguarding in key Department for Education documents 'Keeping Children Safe in Education' and 'Data protection: a toolkit for schools' (August 2018), especially this quote from the latter document:
- "GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. **The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent** (DPA, Part 2,18; Schedule 8, 4) When Designated Safeguarding Leads in schools are considering whether, or not, to share safeguarding information (especially with other agencies) it is considered best practice for them to record who they are sharing that information with and for what reason. If they have taken a decision not to seek consent from the data subject and/or parent/carer that should also be recorded within the safeguarding file. All relevant information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information **must not be allowed** to stand in the way of

promoting the welfare and protecting the safety of children." The same document states that the retention schedule for safeguarding records may be required to be set as 'Very long term need (until pupil is aged 25 or older)'. The Centre Schools information retention will be defined by the Information and Records Management Toolkit for Schools.

- Work with the DSL, Principal and Local Committee members to ensure frameworks are in place for the protection of data and of safeguarding information sharing as outlined above and in accordance with Astrea's Data Protection Policy and Privacy Notices.
- Ensure that all access to safeguarding data is limited as appropriate, and also monitored and audited in accordance with responsibilities outlined by the Trust Safeguarding Team

Volunteers

Key responsibilities:

- Read, understand, sign and adhere to an Acceptable Use Policy (AUP)
- Report any concerns, no matter how small, to the designated safety lead / online safety coordinator as named in the AUP
- Maintain an awareness of current online safety issues and guidance
- Model safe, responsible and professional behaviours in their own use of technology at school and as part of remote teaching or any online communications
- Note that as per AUP agreement there will never be an attempt to arrange any meeting, **including tutoring session,** without the full prior knowledge and approval of the school, and will never do so directly with a pupil. The same applies to any private/direct communication with a pupil.

Pupils

Key responsibilities:

- Read, understand, sign and adhere to the student/pupil Acceptable Use Policy and review this annually
- Treat **home learning during any isolation/quarantine or bubble/school lockdown** in the same way as regular learning in school and behave as if a teacher or parent were watching the screen
- Avoid any private communication or use of personal logins/systems to communicate with or arrange meetings with school staff or tutors
- Understand the importance of reporting abuse, misuse or access to inappropriate materials, including any concerns about a member of school staff or supply teacher or online tutor
- Know what action to take if they or someone they know feels worried or vulnerable when using online technology, at school, home or anywhere else.
- To understand the importance of adopting safe and responsible behaviours and good online safety practice when using digital technologies outside of school and realise that the school's acceptable use policies cover actions out of school, including on social media
- Remember the rules on the misuse of school technology – devices and logins used at home should be used just like if they were in full view of a teacher.
- Understand the benefits/opportunities and risks/dangers of the online world and know who to talk to at school or outside school if there are problems

Parents/carers

Key responsibilities:

- Read, sign and promote the school's parental Acceptable Use Policy (AUP) and read the pupil AUP and encourage their children to follow it
- Consult with the school if they have any concerns about their children's and others' use of technology
- Promote positive online safety and model safe, responsible, respectful and positive behaviours in their own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, pupils or other parents/carers.
- Encourage children to engage fully in home-learning during any period of isolation/quarantine or bubble/school closure and flag any concerns
- Support the child during remote learning to avoid video calls in a bedroom if possible and if not, to ensure the child is fully dressed and not in bed, with the camera pointing away from beds/bedding/personal information etc. and the background blurred or changed where possible.
- If organising private online tuition, remain in the room if possible, ensure the child knows tutors should not arrange new sessions directly with the child or attempt to communicate privately.

Education and curriculum

The following subjects have the clearest online safety links (see the relevant role descriptors above for more information):

- Relationships education, relationships and sex education (RSE) and health (also known as RSHE or PSHE)
- Citizenship

However, as stated in the role descriptors above, it is the role of all staff to identify opportunities to thread online safety through all school activities, both outside the classroom and within the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise (which have a unique value for pupils)

Whenever overseeing the use of technology (devices, the internet, new technology such as augmented reality, etc.) in school or setting as homework tasks, all staff should encourage sensible use, monitor what pupils/students are doing and consider potential dangers and the age appropriateness of websites.

Equally, all staff should carefully supervise and guide pupils when engaged in learning activities involving online technology (including, extra-curricular, extended school activities if relevant and remote teaching), supporting them with search skills, critical thinking (e.g. fake news), age appropriate materials and signposting, and legal issues such as copyright and data law. saferesources.lgfl.net has regularly updated theme-based resources, materials and signposting for teachers and parents.

At The Centre School we recognise that online safety and broader digital resilience must be thread throughout the curriculum and that is why we are working to adopt the cross-curricular framework 'Education for a Connected World – 2020 edition' from UKCIS (the UK Council for Internet Safety).

Handling online-safety concerns and incidents

It is vital that all staff recognise that online-safety is a part of safeguarding.

General concerns must be handled in the same way as any other safeguarding concern; safeguarding is often referred to as a jigsaw puzzle, so all stakeholders should err on the side of talking to the online-safety lead / designated safeguarding lead to contribute to the overall picture or highlight what might not yet be a problem.

Support staff will often have a unique insight and opportunity to find out about issues first in the playground, corridors, toilets and other communal areas outside the classroom (particularly relating to bullying and sexual harassment and violence).

School procedures for dealing with online-safety will be mostly detailed in the following policies (primarily in the first key document):

- Safeguarding Policy
- Behaviour Management and Anti-Bullying Policy
- Acceptable Use Policies
- Prevention of Radicalisation
- Data Protection Policy
- Privacy Notices

The Centre School commits to take all reasonable precautions to ensure online safety, but recognises that incidents will occur both inside school and outside school (and that those from outside school will continue to impact pupils when they come into school or during extended periods away from school. All members of the school are encouraged to report issues swiftly to allow us to deal with them quickly and sensitively through the school's escalation processes.

Any suspected online risk or infringement should be reported to the online safety lead / designated safeguarding lead on the same day – where clearly urgent, it will be made by the end of the lesson.

Any concern/allegation about staff misuse is always referred directly to the Principal, unless the concern is about the Principal in which case the complaint is referred to the Chair of The Centre School Local Governance Committee and the LADO (Local Authority's Designated Officer). Staff may also use the NSPCC Whistleblowing Helpline.

The school will actively seek support from other agencies as needed (i.e. the local authority, LGfL, UK Safer Internet Centre's Professionals' Online Safety Helpline (POSH), NCA CEOP, Prevent Officer, Police, IWF). We will inform parents/carers of online-safety incidents involving their children, and the Police where staff or pupils engage in or are subject to behaviour which we consider is particularly disturbing or breaks the law (particular procedures are in place for sexting and upskirting; see section below).

The school should evaluate whether reporting procedures are adequate for any future closures/lockdowns/isolation etc and make alternative provisions in advance where these might be needed.

Actions where there are concerns about a child

The following flow chart is taken from page 22 of Keeping Children Safe in Education 2021 as the key education safeguarding document. As outlined previously, online safety concerns are no different to any other safeguarding concern

Staff have concerns about child and take immediate action. Staff follow their child protection policy and speak to designated safeguarding lead[1]

School/college action

Other agency action

Referral not required, school/college takes relevant action, possibly including pastoral support and/or early help[2] and monitors locally

Referral[3] made if concerns escalate

Designated safeguarding lead or staff make referral[3] to children's social care (and call police if appropriate)

Within 1 working day, social worker makes decision about the type of response that is required

Child in need of immediate protection: referrer informed

Section 47[4] enquiries appropriate: referrer informed

Section 17[4] enquiries appropriate: referrer informed

No formal assessment required: referrer informed

Appropriate emergency action taken by social worker, police or NSPCC[5]

Identify child at risk of significant harm[4]: possible child protection plan

Identify child in need[4] and identify appropriate support

School/college considers pastoral support and/or early help assessment[2] accessing universal services and other support

Staff should do everything they can to support social workers.

At all stages, staff should keep the child's circumstances under review (involving the designated safeguarding lead (or deputies) as required), and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

Sexting – sharing nudes and semi-nudes

All schools (regardless of phase) should refer to the updated UK Council for Internet Safety (UKCIS) guidance on sexting - now referred to as Sharing nudes and semi-nudes: advice for education settings to avoid unnecessary criminalisation of children. NB - where one of the parties is over 18, this is no longer sexting but child sexual abuse.

There is a one-page overview called Sharing nudes and semi-nudes: how to respond to an incident for all staff (not just classroom-based staff) to read, in recognition of the fact that it is mostly someone other than the designated safeguarding lead (DSL) or online safety lead to first become aware of an incident, and it is vital that the correct steps are taken. Staff other than the DSL must not attempt to view, share or delete the image or ask anyone else to do so, but to go straight to the DSL.

The school DSL will in turn use the full guidance document, Sharing nudes and semi-nudes – advice for educational settings to decide next steps and whether other agencies need to be involved.
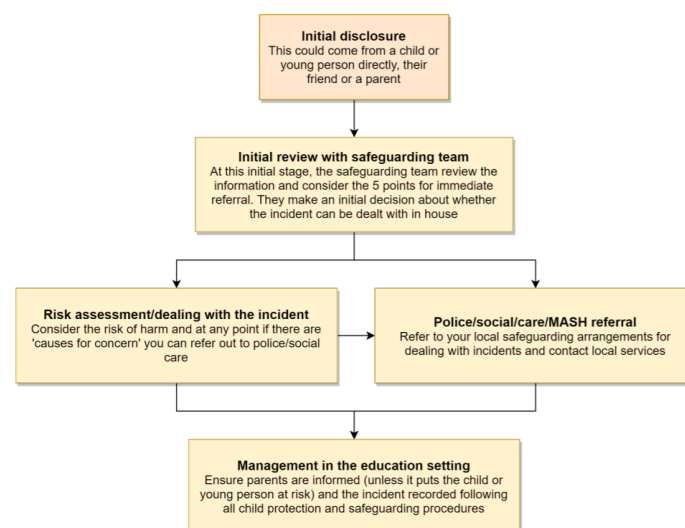
*Consider the 5 points for immediate referral at initial review:
1. The incident involves an adult
2. There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs)
3. What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The images involves sexual acts and any pupil in the images or videos is under 13
5. You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming

It is important that everyone understands that whilst sexting is illegal, pupils/students can come and talk to members of staff if they have made a mistake or had a problem in this area.

Upskirting

It is important that everyone understands that upskirting (taking a photo of someone under their clothing, not necessarily a skirt) is now a criminal offence, as highlighted in Keeping Children Safe in Education and that pupils/students can come and talk to members of staff if they have made a mistake or had a problem in this area.

Bullying

Online bullying should be treated like any other form of bullying and the school bullying policy should be followed for online bullying, which may also be referred to as cyberbullying, including issues arising from banter

Sexual violence and harassment

DfE guidance on sexual violence and harassment is referenced in Keeping Children Safe in Education and also a document in its own right. It would be useful for all staff to be aware of this guidance: paragraphs 45-49 cover the immediate response to a report and confidentiality which is highly relevant for all staff; the case studies section provides a helpful overview of some of the issues which may arise.

Any incident of sexual harassment or violence (online or offline) should be reported to the DSL who will follow the full guidance. Staff should work to foster a zero-tolerance culture. The guidance stresses that schools must take all forms of sexual violence and harassment seriously, explaining how it exists on a continuum and that behaviours incorrectly viewed as 'low level' are treated seriously and not allowed to perpetuate. The document makes specific reference to behaviours such as bra-strap flicking and the careless use of language.

Misuse of school technology (devices, systems, networks or platforms)

Clear and well communicated rules and procedures are essential to govern pupil and adult use of school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

These are defined in the relevant Acceptable Use Policy as well as in this document, for example in the sections relating to the professional and personal use of school platforms/networks/clouds, devices and other technology.

Where pupils contravene these rules, the school behaviour policy will be applied; where staff contravene these rules, action will be taken by the Principal.

It will be necessary to reinforce these as usual at the beginning of any school year but also to remind pupils that **the same applies for any home learning** that may take place in future periods of absence/ closure/quarantine etc.

Further to these steps, the school reserves the right to withdraw – temporarily or permanently – any or all access to such technology, or the right to bring devices onto school property.

Social media incidents

See the social media section later in this document for rules and expectations of behaviour for children and adults in The Centre School community. These are also governed by the academy's Acceptable Use Policy.

Breaches will be dealt with in line with the school behaviour policy (for pupils).

Further to this, where an incident relates to an inappropriate, upsetting, violent or abusive social media post by a member of the school community, The Centre School will request that the post be deleted and will expect this to be actioned promptly.

Where an offending post has been made by a third party, the school may report it to the platform it is hosted on, and may contact the Professionals' Online Safety Helpline, POSH, (run by the UK Safer Internet Centre) for support or help to accelerate this process.

Data protection and data security

There are references to the relationship between data protection and safeguarding in key Department for Education documents 'Keeping Children Safe in Education' and 'Data protection: a toolkit for schools' (August 2018), which the DPO and DSL will seek to apply. This quote from the latter document is useful for all staff – note the red and purple highlights:

"**GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe.** Lawful and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. **The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent** (DPA, Part 2,18; Schedule 8, 4) When Designated Safeguarding Leads in schools are considering whether, or not, to share safeguarding information (especially with other agencies) **it is considered best practice for them to record who they are sharing that information with and for what reason. If they have taken a decision not to seek consent from the data subject and/or parent/carer that should also be recorded within the safeguarding file. All relevant information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children**."

All pupils, staff, governors, volunteers, and parents are bound by the school's Data Protection Policy and agreements.

Rigorous controls on the network, firewalls and filtering all support data protection. The following data security products are also used to protect the integrity of data, which in turn supports data protection Sophos Anti-Virus, Sophos Anti-Phish, Sophos InterceptX, Microsoft Endpoint Manager, Microsoft System Centre Endpoint Protection, SmoothWall & Cisco Umbrella

The Principal, data protection officer and LGC work together to ensure a GDPR-compliant framework for storing data, but which ensures that child protection is always put first and data-protection processes support careful and legal sharing of information.

Staff are reminded that all safeguarding data is highly sensitive and should be treated with the strictest confidentiality at all times, and only shared via approved channels to colleagues or agencies with appropriate permissions.

Appropriate filtering and monitoring

Keeping Children Safe in Education obliges schools to "ensure appropriate filters and appropriate monitoring systems are in place [and] not be able to access harmful or inappropriate material [but at

the same time] be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding."

At this school, the internet connection is provided by Cambridgeshire County Council (the ICT Service). This means we have a dedicated and secure, schoolsafe connection that is protected with firewalls and multiple layers of security, including a web filtering system called Smooth Wall, which is made specifically to protect children in schools.

At home, school devices are filtered and monitored when on home wifi connections.

When pupils log into any school system on a personal device, activity may also be monitored here.

Electronic communications

Please read this section alongside references to pupil-staff communications in the overall school Safeguarding Policy, and in conjunction with the Data Protection Policy. This section only covers electronic communications, but the same principles of transparency, appropriate conduct and audit trail apply.

Email

- Pupils at this school use Microsoft 365 for all school emails
- Staff at this school use the Microsoft 365 for all school emails

Both these systems are linked to the USO authentication system and are fully auditable, trackable and managed by Astrea Academy Trust. This is for the mutual protection and privacy of all staff, pupils and parents, as well as to support data protection.

General principles for email use are as follows:

- Microsoft 365 & BromCom the only means of electronic communication to be used between staff and pupils / staff and parents (in both directions). Use of a different platform must be approved in advance by the data-protection officer / Principal in advance. Any unauthorised attempt to use a different system may be a safeguarding concern or disciplinary matter and should be notified to the DSL (if by a child) or to the Principal (if by a staff member).
- Email may only be sent using the email systems above. There should be no circumstances where a private email is used; if this happens by mistake, the DSL/Principal/DPO (the particular circumstances of the incident will determine whose remit this is) should be informed immediately
- Staff or pupil personal data should never be sent/shared/stored externally unless password protected.
  - o Internally, staff should use the school network, including when working from home when remote access is available via Secure Remote Access.
- Appropriate behaviour is expected at all times, and the system should not be used to send inappropriate materials or language which is or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which (for staff) might bring the school into disrepute or compromise the professionalism of staff

- Pupils and staff are allowed to use the email system for reasonable (not excessive, not during lessons) personal use but should be aware that all use is monitored, their emails may be read and the same rules of appropriate behaviour apply at all times. Emails using inappropriate language, images, malware or to adult sites may be blocked and not arrive at their intended destination.

See also the social media section of this policy.

School website

The school website is a key public-facing information portal for the school community (both existing and prospective stakeholders) with a key reputational value. The Principal/LGC have delegated the day-to-day responsibility of updating the content of the website to Martin Gerrard Croxon.

The DfE has determined information which must be available on a school website.

Where other staff submit information for the website, they are asked to remember:

- Schools have the same duty as any person or organisation to respect and uphold copyright law – schools have been fined thousands of pounds for copyright breaches. Sources must always be credited and material only used with permission.
- Where pupil work, images or videos are published on the website, their identities are protected and full names are not published (remember also not to save images with a filename that includes a pupil's full name).

Cloud platforms

For online safety, basic rules of good password hygiene ("Treat your password like your toothbrush – never share it with anyone!"), expert administration and training can help to keep staff and pupils safe, and to avoid incidents. The data protection officer and network manager analyse and document systems and procedures before they are implemented, and regularly review them.

The following principles apply:

- Privacy statements inform parents and children (13+) when and what sort of data is stored in the cloud
- The DPO approves new cloud systems, what may or may not be stored in them and by whom. This is noted in a DPIA (data-protection impact statement) and parental permission is sought
- Regular training ensures all staff understand sharing functionality and this is audited to ensure that pupil data is not shared by mistake. Open access or widely shared folders are clearly marked as such
- Pupils and staff are only given access and/or sharing rights when they can demonstrate an understanding of what data may be stored and how it can be seen
- Two-factor authentication is used for access to staff or pupil data
- Pupil images/videos are only made public with parental permission
- Only school-approved platforms are used by students or staff to store pupil work

● All stakeholders understand the difference between consumer and education products (e.g. a private Gmail account or Google Drive and those belonging to a managed educational domain)

Digital images and video

When a pupil/student joins the school, parents/carers are asked if they give consent for their child's image to be captured in photographs or videos, for what purpose (beyond internal assessment, which does not require express consent) and for how long. Parents answer as follows:

● For displays around the school
● For the newsletter
● For the prospectus
● For the website
● For social media

Whenever a photo or video is taken/made, the member of staff taking it will check the latest database before using it for any purpose.

Any pupils shown in public facing materials are never identified with more than first name (and photo file names/tags do not include full names to avoid accidentally sharing them).

All staff are governed by their contract of employment and the school's Acceptable Use Policy, which covers the use of mobile phones/personal equipment for taking pictures of pupils, and where these are stored. At The Centre School no members of staff will ever use their personal phones to capture photos or videos of pupils. All staff are provided with a mobile phone by Astrea Academy Trust that they can use to capture photos or videos, these will be appropriate, linked to school activities, taken without secrecy and not in a one-to-one situation and moved to school storage.

Photos are stored on the school network in line with the retention schedule of the school Data Protection Policy.

We encourage young people to think about their online reputation and digital footprint, so we should be good adult role models by not oversharing (or providing embarrassment in later life – and it is not for us to judge what is embarrassing or not).

Pupils are taught about how images can be manipulated in their online safety education programme and also taught to consider how to publish for a wide range of audiences which might include the LGC, parents or younger children

Pupils are advised to be very careful about placing any personal photos on social media. They are taught to understand the need to maintain privacy settings so as not to make public, personal information.

Pupils are taught that they should not post images or videos of others without their permission. We teach them about the risks associated with providing information with images (including the name of the file), that reveals the identity of others and their location. We teach them about the need to keep their data secure and what to do if they / or a friend are subject to bullying or abuse.

Social media

The Centre School's SM presence

The Centre School works on the principle that if we don't manage our social media reputation, someone else will.

Online Reputation Management (ORM) is about understanding and managing our digital footprint (everything that can be seen or read about the school online). Few parents will apply for a school place without first 'googling' the school, and the Ofsted pre-inspection check includes monitoring what is being said online (Mumsnet is a favourite).

Negative coverage almost always causes some level of disruption. Up to half of all cases dealt with by the Professionals Online Safety Helpline (POSH: helpline@saferinternet.org.uk) involve schools' (and staff members') online reputation.

Accordingly, we manage and monitor our social media footprint carefully to know what is being said about the school and to respond to criticism and praise in a fair, responsible manner

Hanna Douglas and Chris Lee-McCloud are responsible for managing our Twitter/Facebook/Instagram accounts.

Staff, pupils' and parents' SM presence

Social media (including here all apps, sites and games that allow sharing and interaction between users) is a fact of modern life, and as a school, we accept that many parents, staff and pupils will use it. However, as stated in the acceptable use policies which all members of the school community sign, we expect everybody to behave in a positive manner, engaging respectfully with the school and each other on social media, in the same way as they would face to face.

This positive behaviour can be summarised as not making any posts which are or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which might bring the school or (particularly for staff) teaching profession into disrepute. This applies both to public pages and to private posts, e.g. parent chats, pages or groups.

If parents have a concern about the school, we would urge them to contact us directly and in private to resolve the matter. If an issue cannot be resolved in this way, the school complaints procedure should be followed. Sharing complaints on social media is unlikely to help resolve the matter, but can cause upset to staff, pupils and parents, also undermining staff morale and the reputation of the school (which is important for the pupils we serve).

Many social media platforms have a minimum age of 13 (note that WhatsApp is 16+) We ask parents to respect age ratings on social media platforms wherever possible and not encourage or condone underage use. It is worth noting that Online Harms regulation is likely to require more stringent age verification measures over the coming years.

However, the school has to strike a difficult balance of not encouraging underage use at the same time as needing to acknowledge reality in order to best help our pupils/students to avoid or cope with issues if they arise. Online safety lessons will look at social media and other online behaviour, how to be a good friend online and how to report bullying, misuse, intimidation or abuse. However,

children will often learn most from the models of behaviour they see and experience, which will often be from adults.

Parents can best support this by talking to their children about the apps, sites and games they use (you don't need to know them – ask your child to explain it to you), with whom, for how long, and when (late at night / in bedrooms is not helpful for a good night's sleep and productive teaching and learning at school the next day).

The Centre School has a Facebook / Twitter / Instagram account and will respond to general enquiries about the school, but asks parents/carers not to use these channels to communicate about their children.

Email is the official electronic communication channel between parents and the school, and between staff and pupils.

Pupils/students are not allowed* to be 'friends' with or make a friend request** to any staff, governors, volunteers and contractors or otherwise communicate via social media.

Pupils/students are discouraged from 'following' staff, governor, volunteer or contractor public accounts (e.g. following a staff member with a public Instagram account). However, we accept that this can be hard to control (but this highlights the need for staff to remain professional in their private lives). In the reverse situation, however, staff must not follow such public student accounts.

* Exceptions may be made, e.g. for pre-existing family links, but these must be approved by the Principal, and should be declared upon entry of the pupil or staff member to the school).

** Any attempt to do so may be a safeguarding concern or disciplinary matter and should be notified to the DSL (if by a child) or to the Principal (if by a staff member).

Staff are reminded that they are obliged not to bring the school or profession into disrepute and the easiest way to avoid this is to have the strictest privacy settings and avoid inappropriate sharing and oversharing online. They should never discuss the school or its stakeholders on social media and be careful that their personal opinions might not be attributed to the school, trust or local authority, bringing the school into disrepute.

The serious consequences of inappropriate behaviour on social media are underlined by the fact that during the last 5 years, there have been 263 Prohibition Orders issued by the Teacher Regulation Agency to teaching staff that involved misuse of social media/technology.

All members of the school community are reminded that particularly in the context of social media, it is important that permission is sought before uploading photographs, videos or any other information about other people.

The statements of the Acceptable Use Policies (AUPs) which all members of the school community have signed are also relevant to social media activity, as is the school's Data Protection Policy.

Device usage

Remind those with access to school devices about rules on the misuse of school technology – devices used at home should be used just like if they were in full view of a teacher or colleague. Please read the following in conjunction with acceptable use policies and the following sections of

this document which all impact upon device usage: copyright, data protection, social media, misuse of technology, and digital images and video.

Personal devices including wearable technology

- **Students** are permitted to bring mobile phones in to school. During lessons, phones will not be used by students unless the teacher has given express permission as part of the lesson.
- **Staff who work directly with children** are permitted to use their own phone for work purposes during the school day. Child/staff data should never be downloaded onto a private phone. Staff will contact parents/carers using Teams, or their work mobile phone, not their personal phone number.
- **Volunteers, contractors, governors** are permitted to use their mobile phone. Under no circumstances should they be used in the presence of children or to take photographs or videos. If this is required (e.g. for contractors to take photos of equipment or buildings), permission of the Principal should be sought (the Principal may choose to delegate this) and this should be done in the presence of a member staff.
- **Parents** are asked to leave their phones in their pockets when they are on site. They should ask permission before taking any photos, e.g. of displays in corridors or classrooms, and avoid capturing other children.

Network / internet access on school devices

- **Pupils/students** are not allowed networked file access via personal devices.
- **Home devices** are issued to some students. These are restricted to the apps/software installed by the school and are to be used for learning and reasonable and appropriate personal use at home, but all usage may be tracked. The devices are filtered with Cisco Umbrella & monitored when on home wifi connections.
- **All staff who work directly with children** should leave their mobile phones on silent and only use them in private staff areas during school hours. See also the Digital images and video section and Data protection and data security section. Child/staff data should never be downloaded onto a private phone.
- **Volunteers, contractors, governors** can access the guest wireless network by requesting a code from the IT dept, but have no access to networked files/drives, subject to the Acceptable Use Policy. All internet traffic is monitored.
- **Parents** have no access to the school network or wireless internet on personal devices.

- **Staff** are provided with a trust mobile phone to use for work purposes only, these are restricted by Microsoft Endpoint Manager. Personal mobile phones should not be used to access/store/send any work related information.

Trips / events away from school

- For school trips/events away from school, staff will contact parents/carers using Teams or their work mobile phone.

Searching and confiscation

In line with the DfE guidance 'Searching, screening and confiscation: advice for schools', the Principal and staff authorised by them have a statutory power to search pupils/property on school premises. This includes the content of mobile phones and other devices, for example as a result of a reasonable suspicion that a device contains illegal or undesirable material, including but not exclusive to sexual images, pornography, violence or bullying.

Appendix 1

Acceptable Use Policy (AUP) 2022

What is an AUP?

We ask all children, young people and adults involved in the life of The Centre School to agree to an Acceptable Use Policy (AUP), which is a document that outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

Why do we need an AUP?

These rules have been written to help keep everyone safe and happy when they are online or using technology. Sometimes things go wrong and people get upset, but these rules help us avoid it where we can.

School systems and users are protected and monitored by security and filtering services to provide safe access to digital technologies. This means anything you do on a school device or using school networks/platforms/internet (including from home when home learning) may be viewed by one of the staff members who are here to keep you safe.

But it's not about systems and devices – it's about behaviour. So the same rules apply when you are at school as when you are home learning or just having fun with friends.

All of the points in the list on the next page below can be summarised as follows:

"Treat yourself and others with respect at all times; treat people in the same way when you are online or on a device as you would face to face."

Where can I find out more?

If your parents/carers want to find out more, they can read The Centre School's full Online Safety Policy on the school website www.astreacentreschool.org for more detail on our approach to online safety and links to other relevant policies (e.g. Safeguarding Policy, Behaviour Policy, etc).

If you have any questions about this AUP, please speak to Annabel Gerrard Croxon, Designated Safeguarding Lead.

What am I agreeing to?

1. I will treat myself and others with respect at all times; when I am online or using any device, I will treat everyone as if I were talking to them face to face. I shouldn't put myself or others at risk.

2. I consider my online reputation with everything that I post or share – I know anything I do can be shared and might stay online forever (even on Snapchat or if I delete it).

3. If I see, watch, read, hear or receive anything I am unhappy with or receive a message that makes me feel uncomfortable, e.g. bullying, sexual, extremist/hateful content, people hurting themselves or encouraging others, I will report it on the app, site or game and talk to a trusted adult about it.

4. I will only use the school's internet, systems, devices and logins for school-related activities for activities that are appropriate to what I am doing at that time (e.g. at school I don't play games unless I am allowed to, e.g. during lunch, and at home I don't access inappropriate sites or apps).

5. Whenever I use the internet or devices in school **OR use school devices at home OR log in on home devices at home**, I may be monitored or filtered; the same behaviour rules always apply.

6. I will keep logins, IDs and passwords secret and change my password regularly. If I think someone knows one of my passwords, I will change it; if I think they have used it, I will tell a teacher.

7. I will not try to bypass school security in any way or access any hacking files or tools.

8. I will only edit or delete my own files and not (even try to) view, change or delete other people's files or user areas without their permission.

9. I understand that any information I see online could be biased and misleading, so I should always check sources before sharing.

10. I understand that bullying online or using technology is just as unacceptable as any other type of bullying, and will not use technology to bully, impersonate, harass, threaten, make fun of or upset anyone, at school or outside. I will stand up for my friends and not be a bystander.

11. I will not post, look at, up/download or share material that could be offensive, harmful or illegal. If I come across any, I will report it immediately.

12. I know some sites, games and apps have age restrictions (most social media are 13+) and I should respect this. 18-rated games are not more difficult but inappropriate for young people.

13. I will not download copyright-protected material (text, music, video etc.).

14. I will not share my or others' personal information that can be used to identify me, my family or my friends on any online space, unless a trusted adult has given permission or reviewed the site.

15. When livestreaming I will check my privacy settings and know who can see what and when. If I livestream, my parents/carers know about it.

16. I know new online friends might not be who they say they are, so I am always very careful when someone wants to 'friend' me. I will never arrange to meet someone face to face who I have only previously met in an app, site or game without telling and taking a trusted adult with me.

17. **When learning remotely, teachers and tutors will not behave any differently** to when we are in school. If I get asked or told anything that I would find strange in school, I will tell another teacher.

18. I will only use my personal devices (mobiles, smartwatches etc) in school if I have been given permission, and I will never take secret photos, videos or recordings of teachers or students, **including when learning remotely.**

19. I will respect my body and other people's – I will not share or post photos or videos that show me or anyone else without all my/their clothes on.

20. Many apps can identify where I am or where I made a post or took a photo, so I know how to turn off location settings so everyone doesn't see where I am, where I live or go to school.

21. I can also **report unwanted sexual harassment or abuse from the school community** or elsewhere and get help at help@nspcc.org.uk or by calling 0800 136 663.

22. It is illegal to view any form of pornography if you are under 18 years old; I will not attempt to do so and will report anyone who tries to trick me into doing so.

23. I can always say no online, end a chat or block someone; if I do, it's best to talk to someone, too.

Attendance Policy 2022-23

Date	4 January 2022
Written by	TCS Attendance Lead – Hannah Douglas
Date adopted by The Centre School LGC	18 January 2022 TBC
Review Date	January 2023

Contents

1. Rationale

Every child has a right to have access to the education which he/she is entitled. Parents and staff share the responsibility for ensuring that attendance rates at The Centre School are maximised and that rates of unjustified and unauthorised absenteeism are kept to a minimum. We recognise that the Centre School is a specialist provision for students with Social Emotional and Mental Health issues (SEMH) who may have difficulties in accessing an educational provision. Some of these students may have experienced prolonged periods out of education therefore The Centre School's expectation for attendance is 90% and above.

Responsibilities of parents/carers

Parents have a legal responsibility to ensure regular and punctual attendance for their child/children.

Long or frequent absences disrupt learning. There is a direct link between good attendance and high attainment; students do their best when they attend school regularly and are on time for school and for their lessons. ***"A whole calendar year has 365 days. A school year has 190 days. This leaves 175 days free for Birthday Treats, Shopping, Family Visits, Dental Appointments and Holidays".*** This maximises the impact of the teaching and learning that students experience at The Centre School. Parents are expected to work closely with school staff to overcome any problems which may affect a student's attendance.

It is the responsibility of parents/carers to notify the school on every day of absence, by telephone, at the earliest opportunity if their child is absent for any reason.

Responsibilities of The Centre School

The Centre School recognise the external factors which may influence student attendance and will work in partnership with parents/carers and other relevant services to deal with any issues and improve unsatisfactory levels of attendance.

The Centre School will take a proactive approach to the promotion of good attendance by defining expectations with students and their parents/carers and will provide an effective system for monitoring attendance in accordance with legal requirements. The Centre School will encourage and value high attendance – *see appendix a).* In addition, staff are expected to model excellent attendance.

The Centre School's Attendance Policy will be communicated through parent/carer visits with The Centre School staff and is available on The Centre School Website www.astreacentreschool.org

Student referrals

i) Referrals to the Centre School are predominately undertaken via the SAT (Statutory Assessment Team) following a meeting involving parents and the Principal to discuss the best possible school placement to fit the needs of the student.

ii) Prior to referral, information received from the referring school about historic attendance concerns, raises awareness of issues that may impact upon attendance.

iii) Students are referred throughout the year and an individualised approach to an induction is implemented if necessary.

2. Procedures

i) Registration

Morning registration will take place at the start of period 1 between 08.50-09.10. Students who are expected to arrive at other times are required to sign in at Reception on arrival. Student attendance for afternoon sessions will be recorded on Bromcom at the end of each school day.

ii) Absences

Absences will either be recorded as authorised or unauthorised. All absences require a supporting explanation, however, should the explanation be deemed unsatisfactory, the absence will be recorded as unauthorised (O). Absence will not be authorised for such reasons as shopping, daytrips and birthdays.

iii) Lateness

The majority of students at The Centre School are transported to school in taxis provided by the Local Authority. This, coupled with the distance students have to travel and the poor road network in Cambridgeshire, can result in students arriving late. In these circumstances where this is not the fault of the student or parent, lateness will not be recorded. If, however, it is brought to our attention that students are making their taxi wait in the morning, the Local Authority will be contacted in the first instance to discuss this with parents/carers. Taxi's are only required to wait for 5 minutes when collecting students in the morning. Further instances of this can result in late marks being recorded (L).

iv) Notifying Parents/Cares

Parents/ Carers will be made aware (by staff) of any times when their son/daughter will be dropped off at home after an off-site activity rather than returning to the school premises or in circumstances where the student is unwell and cannot be collected.

v) Work Experience

Students who attend approved Work Experience placements are marked as (W) on Bromcom. The Work Experience co-ordinator will ensure contact is made with work placements daily to ensure that students have attended. The Work Experience co-ordinator will keep the 'Attendance Work Exp' document up to date, which contains details of the placements such as contact names and numbers, days on which the students should attend, transport requirements and a backup of attendance data and reasons for Absence. This is available for all staff to access via One Drive.

vi) Alternative Provisions (AP)

A small number of Centre School students attend approved Alterative Provisions during the school week. Alternative Provisions are requested to inform the Attendance Office via email on a day to day basis of student attendance, including both present and absent marks and any reason(s) for such absences (should an email not be received, the Attendance Office will make contact with the AP). In circumstances where the AP hasn't had direct contact with parent/carers, The Centre School will attempt to make contact with the parents/carers directly. In instances of non-attendance, The Centre School will follow their normal attendance procedures.

vii) Term-Time Holidays

The Centre School strongly urges parents to avoid booking family holidays during term-term.

Any requests for permission to take a student out of school during term time are to be made to the Principal well in advance of a known period of absence. Family holidays should **not** be taken during the school academic year, except in exceptional circumstances. If the Principal does not authorise a holiday request, then the absence from school will be recorded as an **unauthorised** absence (G) Family Holiday Not Agreed.

viii) Appointments

Parents are asked to make all medical, dental or other appointments at times that avoid a student missing time from school (as far as is practicable).

ix) Illnesses

In instances of sickness and diarrhoea the NHS recommends that students stay off school until they have not been sick or had diarrhoea for at least 2 days. Timescales for other illnesses should be on the advice of your family GP.

x) Looked After Children

Welfare Call contacts The Centre School on a daily basis via telephone to monitor the attendance of our students who are in Local Authority Care, on the request of Virtual Schools. Welfare call report this data back to the Local Authority in which the student(s) reside.

xi) Guest Students

The Centre School provides an education provision for a small number of Guest students who remain on the roll of other schools. On occasions when Guest Students are absent from The Centre School, we will make the initial contact with parents/carers as per the procedure for all students. The Centre School will notify the school where the student is on roll of the absence on a daily basis via email. The Centre School will send encrypted copies of school attendance certificates via email to the school at the end of each half term. The overall attendance of Guest Students remains the responsibility of the school on which they are on roll.

xii) Children Missing in Education

Knowing where children are during school hours is an extremely important aspect of safeguarding.

Children Missing from school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay.

If the Attendance officer notices a pattern of absence where the parents/carers have given a reason, the School holds the discretion to conduct a home visit to confirm the child is safe and well.

CME process

School to attempt to make contact with parent/carer on Day 1 of Absence

⇩

No later than Day 3 of absence, Home-visit is conducted by school staff to establish pupils' whereabouts

⇩

Days 0-10, Staff to continue to make efforts to engage the family and locate the pupil; recording their contact including all telephone conversations, texts, e-mails, letters, Home-visits on CPOMS. Liaising with professionals who may be involved.

Follow Local Authority CME guidelines

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

⇩   ⇩

Whereabouts confirmed to be known but not attending education or engaging with the school.

Whereabouts unknown evidencing reasonable efforts to locate/make contact with the family.

⇩   ⇩

Support to be offered to Child and Family to address any identified issues. Consideration to be given to Early Help or Social Care involvement.

Referral is made to: Children Missing Education Team No later than day 10 when there is no explanation for absence and above checks have been completed.

Detail clearly any safeguarding concerns you may have.

Notify SEN keyworker that the Child is CME.

3. Dealing with Absences

i) A standard proforma text message is sent to parents/carers via Bromcom as soon as it is apparent that a student has not arrived at the expected time, requesting that the parent/carers contact the school office to advise why their son/daughter is absent from school. Should parents/carers not respond to the text message, a call will be made to attempt to ascertain the reason for absence. Should contact not be made, this may result in the absence being unauthorised and may trigger procedures around safeguarding.

ii) The Centre School will implement in house strategies to attempt to improve student's attendance (Attendance intervention options) – *see appendix b).*

iii) In some cases, alongside these strategies school may also be in liaison with other agencies.

iv) Standard proforma letters will be sent out, when despite efforts by school, a student's absence rate continues to be a cause for concern. Parents/Carers and students will be invited to attend a meeting in school to implement a plan of action – *see appendices c) d) e) f) and g)*

v) Should concerns around a student's attendance continue, further letters will be sent which could culminate in Legal Action. The School will notify the LA via SAT of the prolonged unauthorised absence.

NOTE: If a child lives with a family friend or relative for a period of time who has day to day care of the child, each responsible adult is considered as 'Parent' under the Education Act and can equally be charged with the same offence and prosecuted.

4. Attendance Data and Monitoring

Attendance data is collected at each session (morning and afternoon).

Attendance data forms the basis of half-termly, termly and annual attendance figures required for reporting.

Individual student data will be used to quickly identify patterns of absence which cause concern. Absences which give cause for concern will result in the parents/carers being contacted by the Attendance Officer or House Head/Designated Safeguarding Lead.

5. Evaluation and Review

The Attendance Policy will be evaluated and reviewed every year by SLT, LGC, The Designated Safeguarding Lead and Attendance Officer.

Attendance Policy - Appendix a)

High attendance rates

The Centre School encourages, recognises and values high attendance with the following strategies during assemblies at the end of each half term;

- Students who achieve 100% attendance each half term are awarded with £5
- Students who achieve 95% or above, are entered into a raffle (per house group) to win £5
- Each student who achieves 100% and those who win the raffle, receive a Certificate of Attendance
- Students who demonstrate a significant increase in their poor attendance, are recognised publicly during assembly (where appropriate)

Attendance Policy - Appendix b)

The Centre School – Attendance intervention options

£5 cash award for each full week of attendance (**Monday to Friday**). Illness and authorised absence do not count or is at the school discretion.	Student will receive £5 on Fridays at the end of the day.
Choice of additional/alternative extended curriculum activity	An activity which is not necessarily already on offer (within reasonable costs)
One to one day out with a staff member and reasonable activity of the student's choice for an agreed percentage increase over a half term period	Attendance between: 75 - 90% increase of 10% 60 – 75% increase of 20% Below 60% increase of 30%
Reduced time table (**only ever for a maximum of half term/7 consecutive weeks**)	*** Parent(s)/carers MUST be in agreement with this*** *Mornings only* – student will need to be collected by parents at lunchtime, taxi's cannot be changed for this unless they travel alone. Please consider only offering this for 2/3 days per week to begin.
Later taxi pick up (**only to be used in extreme circumstances as this request has to go through Education Transport and may be declined due to finances**). This should be for a short term agreed period.	9.25 start at school ready for the beginning of Period 2.
Work Experience	Opportunity for an approved work placement one or two days per week
Bespoke arrangement with Head of House	To be discussed with Attendance Officer and DSL to ensure that it meets criteria and policy

Attendance Policy – Appendix c) Letter 1

Attendance Policy – Appendix d) Letter 2

Attendance Policy – Appendix e) Letter 3

Attendance Policy – Appendix f) Letter 4

Attendance Policy – Appendix g) Sixth Form Letter 1

Astrea Academy Trust

Child Protection and Safeguarding Policy

Date	January 2022
Written by	Astrea Deputy Director of Safeguarding
Adopted by Trust Board	September 2021
Reviewed and Adopted by The Centre School LGC	TBC
Review Date	September 2022

Contents

Safeguarding Policy Principles

1.1. This policy has been authorised by the Trustees of Astrea Academy Trust, is published on the Academy website and is available in hard copy to parents on request. This policy can be made available in large print or other accessible format if required. This policy and its procedures apply wherever staff or volunteers are working with pupils even where this is away from the Academy, for example on an educational visit. It also applies where there is Early Years Foundation Stage (**EYFS**) provision and Post-16 provision.

1.2. Every pupil should feel safe and protected from any form of abuse. The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As is stated in Part one: Paragraph 2 of *Keeping Children Safe in Education (2021)*: "**Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child**".

1.3. The Academy will take all reasonable measures to:

1.2.1. Adopt a child-centred approach, ensuring that there is a 'listening culture' to empower children and young people to speak out about any concerns that they might have and that their wishes and feelings are actively sought when addressing any concerns or liaising with other agencies;

1.2.2. Ensure that we practice safer recruitment in checking the suitability of staff, and volunteers (including Trustees, local committee members and staff employed by another organisation) to work with children and young people and maintain an up to date Single Central Record in line with *Keeping Children Safe in Education (2021)*;

1.2.3. Ensure that where staff from another organisation are working with our pupils on another site, we require written confirmation that appropriate child protection checks and procedures have been completed on those staff;

1.2.4. Follow the local inter-agency procedures of the Cambridgeshire and Peterborough Safeguarding Partnership (three Safeguarding partners: the local authority, clinical commissioning group and the Chief officer of Police);

1.2.5. Be alert to signs of abuse and neglect, both in the Academy, from outside (including within the community, at home and online) and to protect each pupil from any form of abuse, whether from an adult or another pupil (peer on peer abuse);

1.2.6. Deal appropriately with every suspicion or complaint of abuse and to support children who have been abused or considered to be at risk, in accordance with any agreed child protection plan, child in need plan or Early Help/Team around the child (or equivalent plan);

1.2.7. Be aware that behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk;

1.2.8. Design and operate procedures which, so far as possible, ensure that teachers and others who have not done wrong are not prejudiced by false allegations;

1.2.9. Be alert to the medical needs of children with physical and mental health conditions;

1.2.10. Operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;

1.2.11. In line with *the Prevent Duty 2015 and section 26 of the Counter-terrorism and Security Act 2015,* have 'due regard to the need to prevent people from being drawn into terrorism' which includes assessing the risk of children/young people being radicalised and building children/young people's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views;

1.2.12. Identify children who may be vulnerable to radicalisation, and know what to do when they are identified;

1.2.13. Identify children who may be vulnerable to exploitation (criminal, including through county lines and sexual), and know what to do when they are identified;

1.2.14. Teach pupils about safeguarding and online safety, for example through use of online resources, through the curriculum and PSHE (including Relationship, Sex and Health Education), together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help;

1.2.15. Take all practicable steps to ensure that Academy premises are as secure as circumstances permit;

1.2.16. Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our Academy or in our local area.

1.2.17. Ensure all staff understand that they are responsible for reporting all safeguarding and child protection concerns that they become aware of. Staff must report to the Designated safeguarding lead (or deputy) and document all concerns and action taken into CPOMS or otherwise as directed by the DSL. Staff will be provided with training on how and when to use the reporting system by the Designated Safeguarding Lead upon Induction and annually thereafter.

Statutory and Regulatory Framework

2.1. This policy has regard to regulations and standards issued by the Secretary of State for Education (**DfE**) in accordance with:
- Section 94 of the *Education and Skills Act 2008*
- Sections 29 and 38 of the *Counter-Terrorism and Security Act 2015*
- *'Revised' Prevent duty guidance for England and Wales 2021*
- *The Prevent Duty: Departmental advice for schools and childcare providers June 2015*
- *Keeping Children Safe in Education 2021*
- The *Education (Independent School Standards) (England) Regulations 2014*
- *Statutory Framework for the Early Years Foundation Stage 2021*
- *The Children Act 1989*
- Section 175 of the *Education Act 2002*
- *Female Genital Mutilation Act 2003*
- *The Children Act 2004*
- *The Children and Families act 2014*
- *The Children and Social Work Act 2017*

- *The Designated teacher for Looked after and previously Looked after children February 2018*
- *Working Together to Safeguard Children 2018*
- *Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018*
- *What to do if you are worried a child is being abused: advice for practitioners 2015*
- *Child Sexual exploitation: Definition and guide for practitioners 2017*
- *Children Missing Education 2016*
- *Multi-Agency statutory guidance on female genital mutilation 2016 (updated 2018)*
- *Female Genital Mutilation Guidance for Schools July 2019*
- *Disqualification under the Childcare Act (2006) July 2018*
- *Sexual Violence and Sexual Harassment between children in schools 2021*
- *Criminal Exploitation of children and vulnerable adults: County Lines Guidance September 2020*
- *Help, protection, education: concluding the Children in Need Review June 2019*
- *Teaching Online safety in Schools June 2019*
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019*
- *RSE Guidance 2020*

2.2. *Keeping Children Safe in Education (2021)* defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

2.3. The *Prevent Duty Guidance for England and Wales* emphasises that the duty to have due regard to the need to prevent children from being drawn into terrorism is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularize views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

Associated Policies

3.1 This Policy should be read alongside the Academy's:
- Online Safety Policy
- Recruitment Policy
- Attendance Policy
- Behaviour Management and Anti-Bullying Policy
- Whistleblowing Policy
- Staff Code of Conduct/Behaviour Policy
- Health and Safety Policy
- Confidentiality and data Protection Policy
- Relationships, Sex and Health Education Policy
- Equal Opportunities Policy

The Designated Safeguarding Lead

4.1 The Academy has appointed a senior member of staff with the necessary status and authority (Designated Safeguarding Lead) to be responsible for matters relating to safeguarding, child protection and welfare.

4.2 The Designated Safeguarding Lead for the Academy site is Annabel Gerrard Croxon, Head of Student Welfare and Safeguarding who may be contacted on 01954 288746/07976 715724 and Sue Raven 01954 288789.

4.3 The main responsibilities of the Designated Safeguarding Lead are set out in Appendix 1, and are in line with guidance taken from *Annex C, Keeping Children Safe in Education 2021.*

4.4 If the Designated Safeguarding Lead is unavailable the Deputy Designated Safeguarding Lead will carry out their duties. **The Deputy Designated Safeguarding Lead is Chris Lee-McCloud who may be contacted on 01954 288789.**

4.5 In this policy, reference to the Designated Safeguarding Lead includes the Deputy Designated Safeguarding Lead where the Designated Safeguarding Lead is unavailable. However, **the ultimate responsibility for Safeguarding and Child protection remains with the Designated Safeguarding Lead and cannot be delegated.**

4.6 Either the DSL or deputy **must** be available to staff and pupils during the school day, either directly or by telephone. If the DSL is 'off-site', this must be communicated to all staff. If both the DSL and Deputy DSL are not available, staff should share concerns with another member of the senior leadership team who should contact Astrea Deputy Director of Safeguarding immediately should further advice/support be needed (see contact page for details).

4.7 The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead(s) **must** have undertaken appropriate child protection training and training in inter-agency working, to provide them with the knowledge and skills required to carry out the role, and **must** attend full refresher training at two-yearly intervals (minimum), attend additional safeguarding training on key issues, and attend updates and briefings at least annually.

4.8 The Designated Safeguarding Lead (as a minimum) should also have undertaken **Prevent training and Online Safety training**, and be able to support the school with regards to their requirement under the Prevent Duty.

Duty of employees, Trustees and volunteers

5.1 Every employee, Trustee and local committee member of the Academy as well as every volunteer who assists the Academy is under a general legal duty:

5.1.1 To protect children from abuse and neglect;

5.1.2 To be aware of the Academy's child protection procedures and to follow them;

5.1.3 To know how to access and implement the Academy's child protection procedures, independently if necessary;

5.1.4 To keep a sufficient record of any significant complaint, conversation or event in accordance with this policy; and

5.1.5   To report any matters of concern to the Designated Safeguarding Lead.

5.2 The Board of Trustees ensures that the Academy's safeguarding arrangements take into account the procedures and practice of the Local Safeguarding Partners and *Keeping Children Safe in Education 2021.* The Board of Trustees will ensure that there are appropriate procedures and policies in place to support timely and appropriate action to be taken to safeguard a child and promote their welfare, and that regularly updated training takes place with all staff and volunteers. Trustees will ensure that Safer Recruitment principles are adhered to in accordance with *Part 3, Keeping Children Safe in Education 2021.* The Board of Trustees will review any serious incidents and instruct a post-incident review with the support of **Astrea Academy Trust Deputy Director of Safeguarding, Nicola Law**, to ensure all policies and procedures are being adhered to and have oversight of annual Safeguarding Audits conducted by the Trust. The Board of Trustees ensure there are clear lines of accountability through the Astrea Safeguarding Quality Assurance Framework, which is completed and reviewed termly.

5.3 A designated teacher will be appointed by the Principal to promote the educational achievement of children who are looked after and previously looked after (**see 11.6 for contact details of the designated teacher for LAC**). As the central point of contact for the school, the designated teacher will ensure appropriate and timely liaison with the Virtual School and where appropriate, the Virtual School Head.

5.4 The Trustees will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, they will ensure that the information they need in relation to the child's looked after status, his / her care arrangements and the levels of authority delegated to the carer by the authority looking after him / her is made available to them.

Training

Induction

6.1.1   All staff, including temporary staff and volunteers, will be provided with induction training that includes:
- This Policy;
- The staff Code of Conduct including the whistleblowing policy, staff AUP Policy and the Behaviour Policy;
- Role of the Designated Safeguarding Lead and his / her identity and contact details together with that of and his / her Deputy;
- Safeguarding procedures in response to children who go missing (as outlined in Appendix 4 of this policy);
- Safeguarding and Child protection training (level 1 equivalent including Online safety), which will be updated annually;
- A copy of '*Part 1 and Annex B of Keeping Children Safe in Education 2021';* and
All staff will complete the additional modules below (optional for Volunteers):
- The Educare online module on Prevent/Channel;
- The Educare online module on Sexual violence and sexual harassment between children and young people;
- The Educare module on Equality and Diversity

Child protection and Safeguarding training

6.2.1   All staff including the Principal will receive a copy of this policy and Part 1 and Annex B of *Keeping Children Safe in Education 2021,* the Academy's Code of conduct/Staff Handbook and the Behaviour Policy and will be required to confirm that they have read and understood these. **A record of this will be kept for training and auditing purposes.**

6.2.2   The Principal and all staff members will undertake appropriate child protection training which will be updated annually and following consultation with the Cambridgeshire and Peterborough Safeguarding Partners[1]. Training will include guidance on the duties of staff in relation to both children in need and children at risk of harm. In addition to all staff attending Safeguarding and Child Protection training, all staff will receive regular updates via email or staff meetings to keep their skills and knowledge up to date.

6.2.3   Staff development will also include training on online safety and the requirement to ensure children are taught about safeguarding (including online safety)

6.2.4   Additionally, the Academy will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as: radicalisation; child sexual exploitation; criminal exploitation including through 'County Lines'; female genital mutilation; cyberbullying; peer on peer abuse (including sexual violence and sexual harassment) and mental health.

6.2.5   The Academy will ensure that ongoing development training supports staff to appropriately identify and respond to the issues referenced above.

6.2.6   All members of the Astrea Central Team, the local governance committee (LGC)/Trust management board (TMB) members will undertake appropriate training annually to enable them to fulfil their safeguarding responsibilities.

Whistleblowing

6.3.1   All staff are required to report to the Principal. If the Principal is absent or if the allegation relates to the Principal, staff are required to report directly to Astrea Chief People Officer Trust, Lesley Charlesworth-Hart and Deputy Director of Safeguarding Nicola Law. Staff must report any concern or allegations about Academy practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. Whistleblowers must be reassured that a disclosure made in good faith will never lead to a detrimental position for their employment. A knowingly false disclosure however could lead to disciplinary action.

6.3.2   See **Appendix 3** and the school's separate Whistleblowing Policy for full details of the procedures to be followed in relation to allegations against staff. All guidance stated in *Part 4 of Keeping Children Safe in Education 2021* regarding the management and record keeping of whistleblowing allegations must be followed, which includes liasion with the Local Authority Designated Officer as approproiate. Local Authority Designated Officer (LADO) contact information is detailed within section 11 of this policy.

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[1] How regular the training should be undertaken must be in accordance with KCSIE 2021 the Local Safeguarding Partners advice.

Procedures

Cause for concern / complaints of abuse

7.1.1 Every complaint or suspicion of abuse from within or outside the Academy will be taken seriously and action taken in accordance with this policy.

7.1.2 The child protection training provided to staff considers the types and signs of abuse staff should be aware of. Further details are set out in **Appendix 2**.

7.1.3 If a member of staff is concerned that a pupil may be in need of Early Help or suffering harm, the matter should be referred to the Designated Safeguarding Lead as soon as possible.

7.1.4 If, at any point, there is a risk of immediate harm to a child a referral should be made to children's social care immediately and Police if necessary. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Contact details of local Childrens Social Care can be found in section 11 of this policy.

7.1.5 All staff are particularly reminded:
- From October 2015, in accordance with section5B of the *Female Genital Mutilation Act 2003,* teachers must personally report to the Police 'known' cases of FGM, cases where they discover that an act of female genital mutilation appears to have been carried out, or a child/young person discloses it has taken place. The teacher should also discuss any such case with the Designated Safeguarding Lead and involve children's social care as appropriate.

- From July 2015, under the *Prevent Duty*, concerns about children who may be at risk of being drawn into terrorism must be reported to the school's Designated Safeguarding Lead, who will make a referral as appropriate via the Channel Panel and/or to Children's Social Care, in line with the Local Authority protocol.

- Children and young people with Special Educational Needs and/or Disabilities (SEND) can face additional safeguarding challenges because:
  - there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
  - these children being more prone to peer group isolation or bullying/peer on peer abuse (including prejudice-based bullying) than other children;
  - there is potential that children with SEND or certain medical conditions can be disproportionally impacted by behaviours such as bullying/peer on peer abuse without outwardly showing any signs, pupils may hide or mask the difficulties they experience; and
  - they may experience communication barriers and difficulties in managing or reporting these challenges.

  At The Centre School we identify pupils who might need more support to be kept safe or to keep themselves safe by:
  - ensuring the DSL and SENCo work closely, sharing information regarding concerns relating to pupils/students with SEND;

- all pupils'/students' voices are regularly captured, adaptations are made and resources used to capture the 'voice' which may be non-verbal;
- all notable changes in behaviour, mood or presentation are reported to the DSL;
- all unexplained injuries and injuries for which there have been where conflicting explanations are reported to the DSL.

Action by the Designated Safeguarding Lead

7.2.1 On being notified of a concern, complaint or suspicion of abuse, the action to be taken by the Designated Safeguarding Lead will take into account:

a) The local inter-agency procedures of the Local Safeguarding partnership;

b) Responsibilities outlined in *Keeping Children Safe in Education 2021;*

c) Where relevant, local information sharing protocols relating to Channel referrals;

d) The nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence, including the identification of someone who may already be engaged in illegal terrorist activity, will always be referred to local authority children's social care services and the police;

e) The child's wishes and feelings; and

f) Duties of confidentiality, so far as applicable.

7.2.2 If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with children's social care on a 'hypothetical' basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to the local authority children's social care services will be made without delay (and in any event within 24 hours).

7.2.3 If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to the local authority children's social care services within 24 hours. Paragraph 71 of *Working Together to Safeguard Children 2018* states that: *"Within one working day of a referral being received, a local authority social worker should acknowledge receipt to the referrer and make a decision about next steps and the type of response required."* If no response or acknowledgment is received within this timeframe, the Designated Safeguarding Lead will contact the local authority children's social care services again.

7.2.4 Whether or not the Academy decides to refer a particular complaint to local authority children's social care services or the police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to local authority children's social care services or the police and will be provided with contact names, addresses and telephone numbers, as appropriate.

7.2.5 In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of Early Help or additional support from one or more agencies, the Designated Safeguarding Lead will liaise with children's social care and where appropriate an inter-agency assessment will take place, including use of the Common Assessment Framework and Early Help / Team around the Child approaches, as

necessary. Decisions to seek such support for a pupil will be taken in consultation with parents unless there are reasonable grounds for suspecting that in doing so, the pupil will be at risk of significant harm. Details of the Early Help Hub/Team can be found on page 11 of this policy.

7.2.6   Where relevant, the Academy will co-operate with the Channel Panel, the police and/or children's social care in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The Academy will respond to requests for information from the police promptly and in any event within 48 hours.

7.3   Early Help

7.3.1   In accordance with *Keeping Children safe in Education 2021* and chapter 1 of *Working Together to Safeguarding Children 2018*, all staff should be prepared to identify children and young people who may benefit from Early Help. Early Help means providing support as soon as a problem emerges at any point in a child's life.

7.3.2   Staff should, in particular, be alert to the potential need for early help for a child who:
- is disabled and/or has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn into 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 at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child.

7.3.3   In the first instance staff should discuss Early Help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in completing an Early Help Assessment.

7.3.4   All staff must be aware of the Early Help process which includes Identifying an emerging problem, liaising with the Designated Safeguarding Lead, sharing information and in some cases, acting as the lead professional in undertaking early help assessments.

7.3.5   If Early Help and or other support is appropriate, the case should be kept under constant review by the identified lead professional under the supervision of the designated safeguarding lead and consideration given to a referral to children social care if the child or young person's situation doesn't appear to be improving. Details of the Early Help Hub/Team can be found on page 13 / paragraph 11 of this policy.

7.4 Mental Health

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

7.4.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

7.4.3 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

7.4.4 Any concerns in relation to the mental health of our children and young people should be raised with the DSL, the schools Mental Health lead and in some cases the SENCO also, without delay to ensure children and young people can access the right support at the right time.

7.5 Dealing with allegations against staff, Trustees and volunteers

7.5.1 The Academy has procedures for dealing with allegations against staff (including supply), Trustees and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff (including supply), Trustees and volunteers from false or unfounded allegations. These procedures are set out in Appendix 3 and follow the DfE guidance found in Part 4 of *Keeping Children Safe in Education 2021.*

7.5.2 The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (Designated Officer(s) also known as LADO).

7.5.3 The designated officer(s)/LADO **must** be informed immediately and in any event within one working day of all allegations against staff (including supply), Trustees and volunteers that come to the Academy's attention and meet the criteria set out in paragraph 1 of Appendix 3.

7.5.4 Detailed guidance is given to staff, Trustees and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This is Guidance for Safer Working Practice for those working with children and young people, 2019.

7.6 Allegations against pupils / Responses to Peer on Peer abuse

7.6.1 Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse) and know how to identify it and respond to reports (see Appendix 2).

7.6.2 As outlined in 6.1.1, All staff will undertake specific training on Sexual Violence and Harassment between children in schools as well as being provided with behaviour and safeguarding training annually.

7.6.3   All pupils are to be reassured that any allegations of abuse will be taken seriously and that they will be supported and kept safe. Victims must never be given the impression that they are creating a problem or made to feel ashamed for making a report. Whilst statistically it is reported that it is more likely that girls may be victims and boys' perpetrators, all peer-on-peer abuse is unacceptable and will be taken seriously.

7.6.4   All pupils can raise concerns confidentially regarding Peer-on-peer (child on child) abuse directly with the Designated Safeguarding Lead or any staff member.

7.6.5   It is important to acknowledge that pupils may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report.

7.6.6   It is understood at the Academy, that even if there are no reports in the Academy, it does not mean it is not happening. It may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to the Designated safeguarding lead (or Deputy) to ensure it is dealt with immediately and report into CPOMS.

7.6.7   At the Academy we will not tolerate abuse. All staff understand the importance of challenging inappropriate behaviour between peers that are inappropriate and/or abusive in nature. Downplaying certain behaviours for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys will be boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and a culture that normalises abuse. This will not be tolerated in the Academy and may lead to disciplinary action being taken.

7.6.8   The initial response to a report from a child is incredibly important. How staff respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. See Appendix 2 – Action staff must take for guidance.

7.6.9   All Allegations against pupils are to be reported in accordance with the procedures set out in this policy (see appendix 2). A pupil against whom an allegation of abuse has been made may be suspended from the Academy during the investigation and the Academy's policy on behaviour, discipline and sanctions will apply. If the allegation is in relation to sexual violence or sexual harassment, guidance set out in *Sexual Violence and Sexual Harassment between children in schools 2021* will be followed.

7.6.10   The Academy will take advice from children's social care services and police as appropriate, on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of **all** pupils involved including the pupil or pupils accused of abuse. If the allegation is regarding sexual violence, the police **must** be notified.

7.6.11   Where an allegation is made against a pupil, both the victim and the alleged perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed. See Appendix 2

7.7 Missing child and Child Missing from Education procedures –

7.7.1   Knowing where children are during school hours is an extremely important aspect of safeguarding – refer to **Appendix 4 of this Policy for safeguarding responses to Missing Pupils**.

7.7.2   Children Missing from school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay.

7.7.3   Current allocated social workers will be consulted on any issues in relation to attendance for the children they are supporting, including: responding to unauthorised absence or when the child is missing education.

7.7.4   In managing attendance, the following actions represent standard practice:

- We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers/Emergency contacts. Parents should remember to update the school as soon as possible if the numbers change.

- All staff are informed of The Centre School **Missing Pupil Procedure** which can be found in **Appendix 4** of this Policy / Separate Missing Pupil Policy. This procedure is to be used for searching for, and if necessary, reporting, any pupil missing from the Academy. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.

7.7.5   Children Missing from Education:

7.7.5.1 The Academy recognises that a child going missing from education is a potential indicator of abuse or neglect, and will follow guidance from *Annex B, Keeping Children Safe in Education 2021* and *'Children Missing Education' 2016* to promote their safety and wellbeing. The procedures in this policy will be followed when dealing with children who go missing from education, particularly on repeat occasions, to help to identify the risk of abuse and neglect and to help prevent the risks of them going missing in the future.

7.7.5.2 Where a child is going to be deleted from the pupil roll, the school will inform the local authority in which the child resides in the applicable circumstances.

7.7.5.3 Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admissions register:
- The full name of the parent with whom the pupil will live;
- The new address; and
- The date from when it is expected the pupil will live at this address.

7.7.5.4 Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:
- The name of the new school; and
- The date on which the pupil first attended or is due to start attending the new school.

7.7.5.5 Where a parent has expressed their intention to Home Educate their child, in *Keeping Children Safe in Education 2021* it advises that LAs, schools, and other key professionals should work together to coordinate a meeting with parents and carers where possible, to discuss what support can be put into place to either support the child to remain in school or to discuss next steps. This meeting will ensure that parents and carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

7.7.5.6 Where a parent elects to Home Educate their child, schools must:
- delete the child's name from their admissions register upon receipt of written notification from the parents that the pupil is receiving education otherwise than at school. However, schools should not wait for parents to give written notification that they are withdrawing their child from school before advising their local authority.
- Schools must make a return (giving the child's name, address and the ground upon which their name is to be deleted from the register) to the local authority as soon as the ground for deletion is met, and no later than deleting the pupil's name from the register. They should also copy parents into the notice to the local authority.
- See DfE guidance Elective Home Education for more information.

7.7.5.7 The Academy shall inform the applicable local authority of any pupil who fails to attend the Academy regularly, or has been absent without the Academy's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the Academy and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

7.8 Informing parents

7.8.1   Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Principal, the designated officer, local authority children's social care services and / or the police before discussing details with parents.

7.8.2   In relation to Channel referrals, the Designated Safeguarding Lead will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

7.8.3   See also section 3 of **Appendix 3** for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the Principal of the Academy, based on guidance from *Part 4, Keeping Children Safe in Education 2021.*

8   Secure school premises

8.1 The Academy will take all practicable steps to ensure that Academy premises are as secure as circumstances permit.

8.2 All visitors report to Reception and sign in to the Visitors book. Visitors will receive a badge for the duration of their visit. Visitors from other organisations who will be working with students are required to provide written confirmation that appropriate child protection checks and procedures have been undertaken.

8.3 When the Academy premises/facilities are hired or rented by an organisation or individual (for example to community groups, sports associations, and service providers to run community or extra-curricular activities), the Designated Safeguarding Lead will work alongside the [School Business Manager / Site team / Principal] to ensure appropriate arrangements are in place to keep children safe.

8.4 External providers'/organisations' own Child Protection policies and procedures should be provided to the Academy and in liaison with the Deisgnated Safeguarding Lead, agree how and when to report any concerns to the school.

8.5 Safeguarding requirements will be documented within any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of premises; and that failure to comply with this would lead to termination of the agreement.

9   Confidentiality and information sharing

9.1 Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welafre, including their educational outcomes. The Academy has clear powers to share, hold and use information for these purposes[2].

9.2 The Academy will keep all child protection and Safeguarding records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.

9.3 The Academy will co-operate with the Local Safeguarding Partnership, Police and local authority children's social care services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the *Children Act 1989* in accordance with the requirements of:
- *Keeping Children Safe in Education 2021*
- *Working Together to Safeguard Children (July 2018*);
- the *Prevent Duty Guidance for England and Wales (2015)*;
- *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)*; and
- Government advice: *'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' DfE July 2018,* which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.

9.4 Where allegations have been made against staff, the Academy will consult with the designated officer and, where appropriate, the police and local authority children's social care services to agree the information that should be disclosed and to whom.

10   Monitoring

10.1 Any serious incidents at the Academy will be followed by a Post-Incident review, which includes a review of the safeguarding procedures within the Academy and a prompt report to the local committee. Where an incident involves a member of staff, the designated officer (LADO) will assist in this review to determine whether any improvements can be made to the Academy's procedures.

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[2] Paragraph 105, *KCSIE 2021*

10.2 In addition, the Designated Safeguarding Lead will monitor the operation of this policy and its procedures and will make an annual report to the the local committee.

10.3 Trustees will undertake an annual review of this policy and its procedures and of the efficiency with which the relevant duties have been discharged.

10.4 Trustees will ensure that any deficiencies or weaknesses in regards to child protection and Safeguarding arrangements are remedied without delay.

11 Contacts

11.1 The details of the **Designated Safeguarding Lead (DSL)** for the Academy are as follows:

Annabel Gerrard Croxon (Head of Student Welfare and Safeguarding)

Annabel.croxon@astreacentreschool.org

01954 288746/07976 715724

Sue Raven (Principal)

Sue.raven@astreacentreschool.org

01954 288789

11.2 The Details of the **Deputy Designated Safeguarding Lead** for the Academy are as follows:

Chris Lee-McCloud

Chris.lee-McCloud@astreacentreschool.org

01954 288789

11.3 The Details of the **Local Authority designated officer (LADO)** are as follows:

Amanda Harrison
Lynn Chesterton

01223 727967

11.4 The telephone numbers of Cambridgeshire and Peterborough Children's social care services departments are as follows:

Childrens Social Care Customer Service Centre 0345 045 5203

Emergency Duty Team   01733 234724

Early Help Hub   01480 376666

11.5 The telephone numbers of relevant Prevent partners are as follows:

Prevent Team Cambridgeshire Police

101 Ext 2286 or 2595

Prevent@cambs.pnn.police.uk

11.6 The following telephone numbers may be useful for pupils/staff:

Academy Principal:

Sue Raven

Sue.raven@astreacentreschool.org

01954 288789

Chair of Local Governance Committee (LGC):

Pri Pinnaduwa

Pri.pinnaduwa@astreacentreschool.org

Designated teacher for Looked After (LAC) or previously Looked after children:

Chris Lee-McCloud

Chris.lee-McCloud@astreacentreschool.org

01954 288789

Other Useful contacts:

Cambridgeshire and Peterborough Customer Service Centre	0345 045 5203
NSPCC Childline	0800 1111
NSPCC	0808 800 5000 (help@nspcc.org.uk)
Ofsted's Whistleblower Hotline	0300 123 3155
NSPCC FGM Helpline details:	0800 028 3550
NSPCC Gangs Help Line details:	0808 800 5000
NSPCC Whistleblowing advice line	0800 028 0285
Forced Marriage Unit:	020 7008 0151 fmu@fco.gov.uk

Monday to Friday, 9am to 5pm
Out of hours: 020 7008 1500
(ask for the Global Response Centre)

Astrea Academy Trust Deputy Director of Safeguarding Details:

Nicola Law

Mobile: 07392 866262
Email: Nicola.law@astreaacademytrust.org

1. The main responsibilities of the Designated Safeguarding Lead are outlined on full within *Annex C Keeping Children Safe in Education 2021* and summarised below:

1.1.   To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of safeguarding and child protection;

1.2.   To co-ordinate the safeguarding and child protection procedures in the Academy;

1.3.   To advise and act upon all suspicion, belief and evidence of abuse reported to them;

1.4.   To encourage a culture of listening to children and taking account of their wishes and feelings;

1.5.   To liaise with and manage referrals to all relevant agencies in a timely manner and where necessary:
   - Referring to social care or supporting staff who make referral's;
   - To channel programme where there is a radicalisation concern;
   - Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
   - Where a crime may have been committed to the Police. See NPCC When to call the Police guidance.

1.6.   To ensure that all members of staff and volunteers receive training of appropriate frequency and content relating to safeguarding, child protection and safer recruitment procedure, including induction for those staff who start at different points of the school year, and to keep and maintain records of this training;

1.7.   To ensure the schools Child protection policies are known, understood and used appropriately by all staff;

1.8.   To ensure the schools Child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly;

1.9.   To ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;

1.10.   To liaise with the Designated Officer (LADO), the local authority children's social care services and other external agencies on behalf of the Academy;

1.11.   Keep the Principal informed of all actions unless the Principal is the subject of a complaint (see **Appendix 3** for the procedures for dealing with allegations against staff);

1.12.   To monitor the keeping, confidentiality and storage of records in relation to child protection;

1.13.   To monitor records of pupils in the Academy who are subject to a child protection plan/Child in Need Plan to ensure that this is maintained and updated as notification is received;

1.14.   To liaise with other professionals to ensure that children who are subject to child protection plans are monitored and, where appropriate, to take part in child protection conferences or reviews.

1.15. To ensure the secure transfer of the Child Protection file when a child leaves the school (including in year transfers). The Child Protection file should be transferred to the new school or college as soon as possible, and within 5 days of an in-year transfer or within the first 5 days of the start of a new term.

1.16. To liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.

1.17. To understand and recognise the additional risks that children with special educational needs and disabilities (SEND) can face, including online.

1.18. To promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

1.19. To work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:

- ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

1.20. In accordance with the *Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)* the Designated Safeguarding Lead has, in addition, the following responsibilities:

- Acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
- Coordinating Prevent duty procedures in the school;
- Liaising with local Prevent coordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated;
- Undergoing WRAP or other appropriate training;
- Maintaining on-going training programme for all school employees including induction training for all new employees and keeping records of staff training; and
- Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

2. The Deputy Designated Safeguarding Lead will carry out this role where the Designated Safeguarding Lead is unavailable. The ultimate responsibility for Safeguarding and Child protection remains with the Designated Safeguarding Lead and cannot be delegated.

Appendix 2 - Types and signs of abuse and Neglect

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

1.1 **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. They may be abused by an adult or adults or by another child or children. Part one of *Keeping children safe in education 2018* defines the following types of abuse:

1.2 **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.

1.3 **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 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.

1.4 **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. 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. 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 in education.

1.5 **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 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.

1.6 **Specific Safeguarding issues:**
Keeping Children Safe in Education 2021 acknowledges the following as specific safeguarding issues:

- Abuse including Faith-based abuse;
- Bullying including cyberbullying;
- Child Abduction and community safety incidents;
- Children and the court system;
- Children missing from education;
- Children missing from home or care;
- Children with family members in Prison;
- Child sexual exploitation;
- Child exploitation: criminal exploitation including through county lines and trafficking;
- Domestic abuse;
- Drugs;
- Health and wellbeing – including Fabricated and Induced illness, Medical conditions and Mental health concerns;
- So called 'Honour based Abuse'– including Female genital mutilation (FGM), Forced Marriage and Breast Flattening (or Breast Ironing);
- Homelessness;
- Online safety – including Sexting;
- Private fostering;
- Radicalisation and Hate;
- Peer on Peer abuse;
- Sexual Violence and Sexual Harassment between children in schools;
- Upskirting;
- Violence – including Gangs and youth violence and Gender-based violence / violence against women and girls.

1.6.1 Annex B of *Keeping Children safe in Education 2021* contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children are expected to read both Annex B and part one of KCSIE alongside this policy.

1.6.2 Training must incorporate opportunities for staff to understand how to recognise and respond to the wide range of issues.

1.6.3 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and consensual or non-consensual sharing of nudes or semi-nude images or videos put children in danger.

1.6.4 All staff should be aware that safeguarding issues can manifest themselves via Peer on Peer /Child on Child abuse. **See paragraph 1.6.33**

1.6.5 Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. 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/home. Extra-familial harms or 'risks outside of the home', 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. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

1.6.6 Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

1.6.7 Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

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

1.6.9 All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

1.6.10 Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'

1.6.11 Where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

1.6.12 Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

1.6.13 The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

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

1.6.15 Potential Vulnerabilities
Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.
- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in: *Child sexual exploitation: Definition and a guide for practitioners (DfE 2017).*

1.6.16 Child criminal Exploitation (CCE) and County Lines
CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

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

1.6.18 Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

1.6.19 One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

1.6.20 Some additional indicators that may be present when a child is criminally exploited through county lines are children who:

- Go missing and are found in areas away from their home;
- Have been the victim or perpetrator of serious violence (e.g Knife crime);
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- Are found in accommodation that they have no connection with, often called 'trap house or cuckooing' or hotel room where there is drug activity;
- Owe a 'debt bond' to their exploiters;
- Have their bank accounts used to facilitate drug dealing.

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

1.6.22 Female genital mutilation: FGM refers to procedure that intentionally alter or cause injury to the female genital organs for non-medical reasons. This practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

1.6.23 Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

1.6.24 Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

1.6.25 Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

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

1.6.27 Signs of FGM
FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Indications that FGM may have already taken place may include:
- Difficulty walking, sitting or standing and may even look uncomfortable;
- Spending longer than normal in the bathroom or toilet due to difficulties urinating;
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- Frequent urinary, menstrual or stomach problems;
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- Reluctance to undergo normal medical examinations;
- Confiding in a professional without being explicit about the problem due to embarrassment or fear;
- Talking about pain or discomfort between her legs.

1.6.28 All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

1.6.29 Those failing to report such cases will face disciplinary sanctions.

1.6.30 It will be rare for teachers to see visual evidence, and they should not be examining pupils. This mandatory reporting duty commenced in October 2015.

1.6.31 Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve

children's social care as appropriate. All staff will utilise *Appendix 3 of [Female Genital Mutilation Guidance for Schools July 2019](#)* *to ensure appropriate action is taken and conversations are recorded appropriately/in line with Guidance.*

1.6.32 Honour Based Abuse

So-called 'honour-based' Abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

1.6.33 Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

1.6.34 Peer on peer abuse

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

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

1.6.35 Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

1.6.36 At The Centre School we believe that all children and young people have a right to attend school and learn in a safe environment. Children and young people should be free from harm by adults in the school and other pupils.

1.6.37 We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

1.6.38 All allegations of Peer on peer abuse should be reported **immediately** to the DSL. The DSL will consider the need for agency involvement which may include Police and or Social care depending on the allegation – see appendix 2 points 4 & 5.

1.6.39 The DSL will be mindful of support and supervision needs of both the victim and the alleged perpetrator, this will be discussed in consultation with the Principal and in line with the *Part 5 of Keeping Children Safe in Education 2021* and *Sexual Violence and Sexual Harassment between Children in Schools 2021.*

1.6.40 **Consensual and non-consensual sharing of nudes and semi-nude images and/or videos** (also known as: Sexting / Youth produced sexual imagery**)** - we follow guidance given to schools and colleges by the UKCIS Education group *Sharing nudes and semi-nudes: Advice for Education settings December 2020* which outlines the steps to be taken – see part 4 and 5 of this Appendix.

1.6.41 An immediate referral to police and/or children's social care through the MASH or equivalent should be made if at this initial stage:
- The incident involves an adult.
- There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
- What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent (see section 1.6 of *UKCIS Sharing nudes and semi nudes: Advice for Education* for guidance on assessing behaviour).
- The images involves sexual acts and any pupil in the images or videos is under 13
- You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

1.6.42 **Upskirting** typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge**,** with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim. It is a criminal offence under the *Voyeurism (Offences) Act 2019,* commonly referred to as the Upskirting Act. **Any reports of Upskirting will be reported to the DSL. The DSL will report the offence immediately to the Police and follow guidance as stated in this Policy.**

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

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

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

1.6.46 Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority,

particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

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

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

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

1.6.50 **Online safety** – see The Centre School Online Safety Policy for guidance on whole school approach to Online safety which includes: Online safety coverage in the curriculum; Acceptable Use of technology; filtering and monitoring systems in place to support safe use of technology within school and how content, contact, conduct and commerce are monitored. **All Online safety concerns (including online peer-on-peer abuse) must be reported to the DSL.**

1.6.51 The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk known as the 4 C's (upon which the Online Safety Policy is based):

> • **content**: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
>
> • **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
>
> • **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
>
> • **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. Following consultation with the DSL and Astrea Central IT team, they may decide to report concerns of this nature to the Anti-Phishing Working Group (https://apwg.org/).

1.6.52 There are close links between online safety concerns and peer-on-peer abuse. Whilst there are risks of online peer-on-peer abuse and access to potentially harmful content outside of school, pupils may still have access to mobile and smart devices in school and therefore staff must be alert to this risk and ensure pupils adhere to policy in respect of the use of mobile and smart devices on site.

1.6.53 Staff must ensure pupils understand both the risks and potential sanctions of non-compliance in respect of the use of mobile and smart devices, as part of the Online Safety Curriculum and in accordance with the Online Safety Policy (Including Acceptable Use Agreement) and the Behaviour Management Anti Bullying Policy.

1.6.54 As part of the Annual Safeguarding Audit, the Academy will undertake an annual review of the approach to online safety, inclusive of an annual Risk Assessment which will be shared with the Local committee.

1.6.55 Additional information regarding keeping children safe online (including when they are online at home) is provided in *Annex D of Keeping Children Safe in Education 2021.*

1.6.56 Online safety during Covid 19 lockdown – see Appendix 5 of this policy.

2. Signs of abuse

2.1. Possible signs of abuse include, but are not limited to:

2.2. The pupil says they has been abused or asks a question or makes a comment which gives rise to that inference;

2.3. There is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;

2.4. The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;

2.5. The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;

2.6. The pupil's development is delayed; the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing;

2.7. The pupil appears neglected, e.g. dirty, hungry, inadequately clothed; and

2.8. The pupil is reluctant to go home, or has been openly rejected by his / her parents or carers.

2.9. Inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

2.10. The Local Safeguarding partnership can provide advice on the signs of abuse and the DfE advice *What to do if you're worried a child is being abused (2015)* provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

3. Radicalisation and the Prevent duty

3.1. The Academy has a legal duty to have due regard to the need to prevent individuals from being drawn into terrorism.

3.2. The Academy aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Academy is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

3.3. The Academy has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

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

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

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

3.4. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection.

3.5. Children and young people at risk of radicalisation may display different signs or seek to hide their views. Academy staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

3.6. *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism* (2015) notes the following:

"There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

The academy will be sensitive to age appropriate behaviour though example indicators that an individual is engaged with an extremist group, cause or ideology include:

* Spending increasing time in the company of other suspected extremists;

* Changing their style of dress or personal appearance to accord with the group;

* Day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;

∗ Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;

∗ Possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);

∗ Attempts to recruit others to the group/cause/ideology; or

∗ Communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

* Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;

* Using insulting or derogatory names or labels for another group;

* Speaking about the imminence of harm from the other group and the importance of action now;

* Expressing attitudes that justify offending on behalf of the group, cause or ideology;

* Condoning or supporting violence or harm towards others; or

* Plotting or conspiring with others."

3.5. Protecting children from the risk of radicalisation is part of the Academy's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. **The DfE's briefing note: [The Use of Social Media for On-line Radicalisation (2015](#))) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk**

Guidance for staff and volunteers on suspecting or hearing a complaint of abuse / Responding to a cause for concern

4. Action staff must take

4.1. A member of staff, supply staff or volunteer suspecting or hearing a complaint of abuse (including peer-on-peer abuse and Online safety concerns):

4.1.1. Must listen carefully to the child or young person and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;

4.1.2. Must not ask leading questions, i.e. a question which suggests its own answer;

4.1.3. Must reassure the child or young person but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken; and

4.1.4. **Staff are not to view or forward illegal images of a child.**

4.1.5. Staff must keep a sufficient written record of the conversation or concern within CPOMS. The record should include:
- the date and time;
- the location that the conversation or concern took place;
- a clear and comprehensive summary of the concern including the child's voice where possible;
- details of how the concern was followed up and resolved;
- a note of any actions taken, decisions reached and the outcome.

4.2. The CPOMS log must clearly outline those involved using initials for students and full names and roles of professionals and family members.

4.3. If there is an immediate Child Protection matter, staff must inform the Designated Safeguarding Lead (or deputy) verbally, as soon as possible and follow up with a CPOMS log.

4.4. If any other forms of evidence are gathered by any other means, for example, scribbled notes, mobile phones containing text messages, clothing or via school computers, these must be safeguarded and preserved and passed directly to the Designated Safeguarding Lead without delay.

4.5. All suspicions or complaints of abuse must be reported to the Designated Safeguarding Lead as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in **Appendix 3** should be followed.

4.6. If there is a risk of immediate serious harm to a child or young person a referral should be made to children's social care immediately and Police where required.

4.7. Anybody can make a referral. If the child or young person's situation does not appear to be improving, the staff member with concerns should press for re-consideration.

5. Action DSL must take in respect of Peer on Peer abuse

5.1 Reports of Peer on peer abuse, particularly sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made. Any decisions are for the Academy to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role, using their professional judgement, and being supported by other agencies, such as children's social care and the police as required.

5.2 Abuse that occurs online or outside of the Academy will be treated with equal seriousness.

5.3 If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible; where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people.

5.4 The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the Academy's initial response. Important considerations will include the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment.

5.5 **The DSL will hold an initial review meeting with appropriate staff**. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns – at this point, Risk is to be assessed and referrals to Police and social care considered as necessary.

5.6 When there has been a report of sexual violence, the DSL (or deputy) will make an immediate risk and needs assessment.

5.7 Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

5.8 Risk assessments should be recorded (written or electronic), uploaded to CPOMS and should be kept under review.

5.9 **The risk and needs assessment** should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

5.10 **The DSL and appropriate staff will hold subsequent interviews** with the children or young people involved (if appropriate)

5.11 **Parents and carers should be informed** at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm.

5.12 **A referral should be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm** at any point in the process.

5.13 **Rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.** Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

5.14 Where there are images or videos of the abuse, **Staff are not to view or forward illegal images of a child.** It may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

5.15 The school or college should only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

5.16 The victim may ask the Academy not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children. Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

5.17   Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the Academy will consider the need for anonymity and witness support see: Safeguarding Children as Victims and Witnesses | The Crown Prosecution Service (cps.gov.uk).

5.18   The DSL will ensure they do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

5.19   The Academy will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities as part of the risk assessment process and will liaise with agencies accordingly should additional risks arise.

5.20   There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that where necessary relevant policies are updated to reflect lessons learnt. Likely Scenarios:

5.20.1   Manage Internally
5.20.2   Early Help
5.20.3   Referral to Childrens Social Care
5.20.4   Reporting to the Police
For further guidance see Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)

Appendix 3 - Dealing with allegations against staff, the Principal, Trustees or volunteers

1 The Academy's procedures

1.1 The Academy's procedures for dealing with allegations made against staff will be used where the member of staff (including supply staff), the Principal, a Trustee or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child or young person;

- Possibly committed a criminal offence against or related to a child or young person; or

- Behaved towards a child / young person or children / young people in a way that indicates he or she would pose a risk of harm if he or she works regularly or closely with children or young people.

- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

1.2 Any allegations not meeting these criteria (known as 'Harms Threshold) will be dealt as a 'low level' concern in accordance with section two of *part 4 of Keeping Children safe in Education 2021* and the Local Safeguarding partnership procedures. Advice from the designated officer will be sought in borderline cases.

1.3 All allegations must be dealt with as a priority so as to avoid any delay.

1.4 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

2 Reporting an allegation against staff, the Principal, a Trustee or volunteer

2.1 Where an allegation or complaint is made against any member of staff or volunteer who is not the Principal, the matter should be reported immediately to the Principal.

2.2 The Principal should notify the Deputy Director of Safeguarding and the Chief People Officer.

2.3 Before contacting the designated officer (LADO), a 'case manager' will be assigned to conduct basic enquiries/'Fact find' to establish the facts to help to determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

2.4 The fact find should consider:
- Was the individual in the school/at the alleged location at the time stated within the allegation
- Did the individual or could the individual have come into contact with the child as alleged
- Are there any witnesses?
- Was there any CCTV

2.5 The allegation and details of the basic enquiry/'fact find' will be discussed with the designated officer (LADO), within 24 hours of the allegation being raised, before further action is taken. Where appropriate, the Principal will consult with the Designated Safeguarding Lead. Following consultation, it will be decided if the case will be managed as either: An allegation that meets the harms threshold or an

allegation/concern that does not meet harms threshold and will be investigated as a 'Low Level' concern.

2.6   Where an allegation or complaint is made against the Principal, the matter should be reported immediately to the Trust's Deputy Director of Safeguarding and Chief People Officer, without first notifying the Principal. Again, the allegation will be discussed immediately with the designated officer before further action is taken.

2.7   Where an allegation is made against any Trustee or local committee member, the matter should be reported immediately to the Trust's Deputy Director of Safeguarding and the Assistant CEO.

3   Disclosure of information

3.1   Where it has been alleged or identified 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, children's social care and Police should be contacted as appropriate and the DSL must be notified.

3.2   Two key aspects to consider when an allegation has been made:
- **Looking after the welfare of the child** – The DSL is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority childrens social care as described above.
- **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.

3.3   The case manager will inform the accused person of the allegation as soon as possible after the designated officer (LADO) has been consulted, if it has been agreed with the Designated Officer that it is appropriate to do so, and where necessary the Police and Social care.

3.4   Where the designated officer advises that a strategy discussion is needed, or the police or the local authority's social care services need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

3.5   The Parents or carers of the child or young person / children or young people involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

3.6   The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

3.7   Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the DSL and make a risk assessment of the situation. It may be necessary for the DSL to make a referral to children's social care.

3.8   Where it is clear that an investigation by the Police or Children's social care is unnecessary, or the strategy discussion or initial assessment decides that is the case, the LADO should decide the next steps with the case manager.

3.9   Where the initial discussion leads to no further action, the case manager and the LADO should:
- Record the decision and justification for it; and
- Agree on what information should be put in writing to the individual concerned and by whom.

4   Further action to be taken by the Academy

4.1   A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The Academy will act in accordance with *part 4 of 'Keeping Children Safe in Education' 2021* and the Academy's employment procedures.

4.2   Whilst schools are not the employers of supply teachers, they should ensure all allegations are dealt with properly. The Academy will work alongside supply agencies and the LADO to ensure all allegations and concerns in respect of supply teachers are fully investigated.

4.3   See Astrea Disciplinary Policy for further information regarding the investigation process, next steps and potential disciplinary actions.

5   Management of Low Level concerns

5.1   As part of the whole school approach to safeguarding, the Academy will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply, volunteers and contractors) are dealt with promptly and appropriately.

5.2   The term Low level concern does not mean that it is insignificant, it means the behaviour towards a child does not meet the harms threshold however the concern may indicate that the adult/staff member (including supply, volunteer or contractors) may have acted in a way that:
- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

5.3   Low Level concerns should be reported to the Designated Safeguarding Lead (DSL) or deputy. Where a low level concern is raised about the DSL, it should be shared with the Principal.

5.4   The DSL will confidentially record all low level concerns, the context in which they arose and action taken. The DSL will record the name of the individual who raised the low level concern unless they wish to remain anonymous then that should be respected as far as reasonably possible.

5.5   The DSL should collect as much information as possible by:
- speaking directly with the person who raised the concern;
- to the individual involved and any witnesses;
- review any documentation or additional information as necessary.

5.6   Low level records should be reviewed regularly so that potential patterns of concerning, problematic or inappropriate behavior can be identified. This may then need raising with LADO, should further concerns arise.

5.7   For further guidance regarding Low Level concerns, please speak with Astrea HR and Deputy Director of Safeguarding

6   Ceasing to use staff

6.1 If the Academy ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children or young people, a compromise agreement will not be used and there will be a prompt and detailed report to the Disclosure and Barring Service (DBS) and Teaching Regulation Agency (TRA) where appropriate. Any such incidents will be followed by a review of the safeguarding procedures within the Academy, with a report being presented to the local committee without delay.

6.2 If a member of staff (or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the Academy in accordance with this policy and a prompt and detailed report will be made to the Disclosure and Barring Service.

6.3 Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the Teaching Regulation Agency (TRA).

7   Unsubstantiated false or malicious allegations

7.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with the Academy's behaviour and discipline policy.

7.2 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the Academy reserves the right to contact the police to determine whether any action might be appropriate.

8   Record keeping

8.1 Details of allegations found to be malicious will be removed from personnel records.

8.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused.

8.3 An allegation proven to be unsubstantiated, unfounded or malicious will not be referred to in employer references. In accordance with *part 4, 'Keeping Children Safe in Education 2021'*, history of repeated concerns or allegations which have all been found to be false, unsubstantiated, or malicious will also not be included in any reference.

8.4 The Academy will retain all safeguarding records and relevant personnel records for so long as reasonably required[3]. The Academy will ensure that all records are created, retained, shared and destroyed in accordance with the Data Protection Act 2018. Further details can be found in Astrea Data Protection policy and procedure.

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[3] In accordance with the terms of reference of the Goddard Inquiry all schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

The Centre School Safeguarding responses to Pupils/students who go missing:
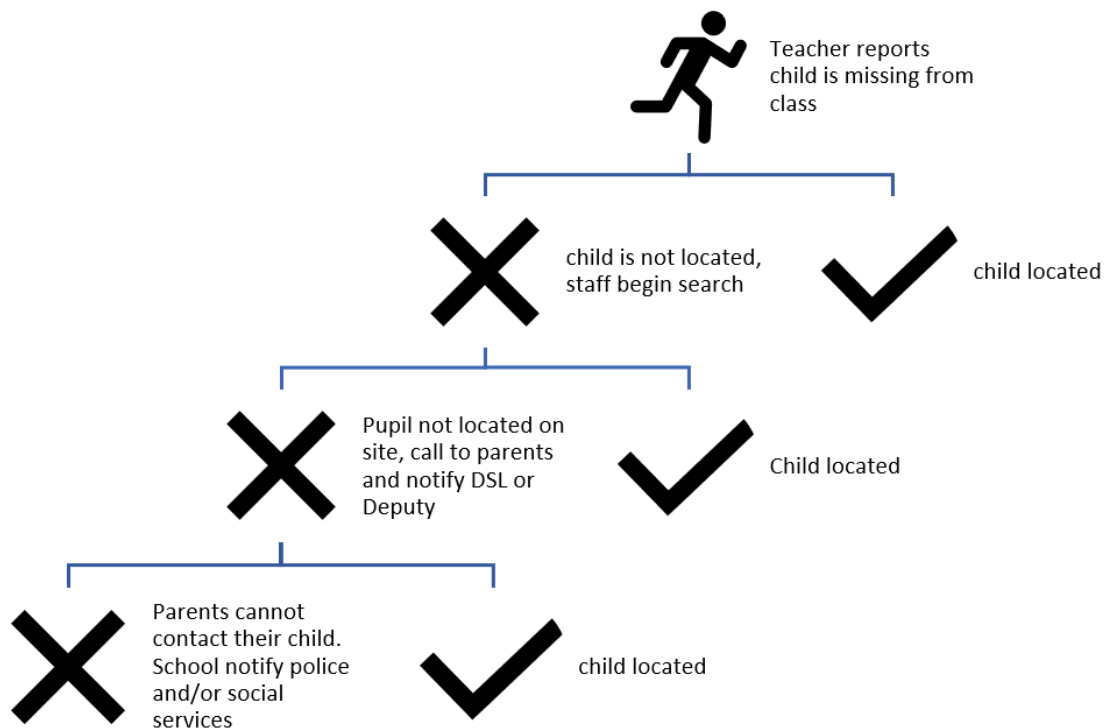
The Centre School Attendance Policy states that

xiii)   Children Missing in Education

Knowing where children are during school hours is an extremely important aspect of safeguarding.

Children Missing from school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay.

If the Attendance officer notices a pattern of absence where the parents/carers have given a reason, the School holds the discretion to conduct a home visit to confirm the child is safe and well.

School to attempt to make contact with parent/carer on Day 1 of Absence

⬇

No later than Day 3 of absence, Home-visit is conducted by school staff to establish pupils' whereabouts

⬇

Days 0-10, Staff to continue to make efforts to engage the family and locate the pupil; recording their contact including all telephone conversations, texts, e-mails, letters, Home-visits on CPOMS. Liaising with professionals who may be involved.

Follow Local Authority CME guidelines

http://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

⬇

Whereabouts confirmed to be known but not attending education or engaging with the school.

Whereabouts unknown evidencing reasonable efforts to locate/make contact with the family.

⬇

Support to be offered to Child and Family to address any identified issues. Consideration to be given to Early Help or Social Care involvement.

⬇

Referral is made to: Children Missing Education Team No later than day 10 when there is no explanation for absence and above checks have been completed.

Detail clearly any safeguarding concerns you may have.

Notify SEN keyworker that the Child is CME.

Appendix 5 - COVID-19 school closure / phased re-opening / full reopening arrangements for Safeguarding and Child Protection Updated 17.07.2021

1. **Context**

During the Pandemic, if at any stage schools are advised to close/only remain partially open due to national or local lockdowns, this addendum will be utilised, <u>until that point, staff should refer to the full Astrea Child Protection and Safeguarding Policy and procedures.</u>

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to Coronavirus (COVID 19).

All Astrea schools continue to have a Covid19 Risk Assessment in place which is reviewed regularly and in accordance with any guidance changes, taking account of Safeguarding at every stage.
This addendum of the Astrea Safeguarding and Child Protection policy 2021-2022, contains details of our individual safeguarding arrangements in line with revised procedures from the local safeguarding partners and following guidance set out by the Department of Education (DfE)
- in the following areas:

1. Context
2. Vulnerable children
3. Attendance monitoring
4. Designated Safeguarding Lead
5. Reporting a concern
6. Safeguarding Training and induction
7. Children moving schools and colleges
8. Safer recruitment/volunteers and movement of staff
9. Supporting children's Mental health
10. Online safety in schools and colleges
11. Children and online safety away from school and college
12. Supporting children not in school
13. Supporting children in school
14. Peer on Peer Abuse
15. Support from Astrea Safeguarding

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Annabel Gerrard Croxon	01954 288746 07976 715724	Annabel.croxon@astreacentreschool.org
Deputy Designated Safeguarding Lead	Chris Lee McCloud	01954 288789	Chris.Lee-McCloud@astreacentreschool.org
Principal	Sue Raven	01954 288789	Sue.raven@astreacentreschool.org
Deputy Director of Safeguarding	Nicola Law	07392 866262	Nicola.law@astreaacademytrust.org
Director of Inclusion	Nicola Crossley	07393 237674	Nicola.crossley@astreaacademytrust.org

2. Vulnerable children

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have **a child in need plan**, **a child protection plan** or who are a **looked-after child**;

- have an **education, health and care (EHC) plan**;

- have been identified as **otherwise vulnerable** by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:

    - **children and young people on the edge of receiving support** from children's social care services or in the process of being referred to children's services
    - **adopted children or children on a special guardianship order**
    - those **at risk of becoming NEET** ('not in employment, education or training')
    - those **living in temporary accommodation**
    - those who are **young carers**
    - those who may **have difficulty engaging with remote education at home** (for example due to a lack of devices or quiet space to study)
    - **care leavers**
    - others at the provider and local authority's discretion including pupils and students who need to attend **to receive support or manage risks to their mental health**.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. Senior leaders have the flexibility to offer a place to those on the edge of receiving children's social care support.

The school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. There is an expectation that vulnerable children who have a social worker will attend an education setting during any lockdown period, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the school will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, the school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The school will encourage our vulnerable children and young people to attend a school, including remotely if needed.

3. Attendance monitoring

Following reopening on 8th March 2021, Attendance is again mandatory for all pupils.

Should any guidance change regarding local or national lockdown, the school will again be expected to code absence accordingly and conduct home visits and phone calls to monitor wellbeing and access to learning. This section of the addendum will be reviewed following guidance changes.

4. Designated Safeguarding Lead

The school has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Annabel Gerrard Croxon/Sue Raven

The Deputy Designated Safeguarding Lead is: Chris Lee McCloud

The aim is to have a trained DSL (or deputy) available on site, however where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. If necessary, DSL's may be required to support another Astrea school, if there is a need for DSL support, however, this will only be actioned when agreed on an individual basis with both the Principal's and the Deputy Director of Safeguarding.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader/nominated member of staff will assume responsibility for coordinating safeguarding on site **in line with the DSL/SLT rota.**

During a lockdown period - Day to day Safeguarding may include:
- Updating and managing access to child protection online management system CPOMS;
- Liaising with the offsite DSL (or deputy);
- As required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all staff and volunteers have access to a trained DSL (or deputy).

On each day that the DSL is not available on site, staff will be made aware of who to contact and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

5. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the Astrea Child Protection and Safeguarding Policy, this includes making a report to the DSL and recording onto CPOMS which can be done remotely where necessary. This must be completed without delay.

In the unlikely event that a member of staff cannot access CPOMS, they should email the Designated Safeguarding Lead, the Deputy DSL or SLT on Rota and Principal. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay during the school day and when a concern arises out of hours.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Principal without delay in line with *Astrea Child Protection and safeguarding Policy*. This should be done verbally and followed up with an email to the Principal.

If staff have a concern about the Principal, the staff member should report to:

Nicola Law, Astrea Deputy Director of Safeguarding and **Lesley Charlesworth-Hart, Chief People Officer** without delay.

Astrea Academy Trust HR team and Safeguarding Lead will continue to offer support in the process of managing allegations.

6. Safeguarding Training and induction

DSL's must continue to access Local Authority DSL training, updated every two years. All Trust staff can access the Educare Safeguarding Training package to keep refreshed on Child Protection in Education and key safeguarding concerns.

All existing school staff have had safeguarding training and have read part 1 and Annex B of *Keeping Children Safe in Education (2021)*. The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Staff should continue to receive updates and reminders on safeguarding requirements and specific safeguarding concerns regularly.

Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction, virtually delivered by the DSL.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

• the individual has been subject to an enhanced DBS with children's barred list check
• there are no known concerns about the individual's suitability to work with children
• there is no ongoing disciplinary investigation relating to that individual

For movement within the Trust and externally from the Trust, schools should seek assurance that the member of staff has received appropriate safeguarding training. Where there are gaps in learning, please ensure they access level 1 equivalent Safeguarding training (Educare) – for further support/guidance please contact Astrea Deputy Director of Safeguarding.
Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

7. Children moving schools and colleges

Children may not be able to attend their usual school during this time and therefore children may join the school for a period of time during their own school's closure period.

Whether another child temporarily joins the school, or a child who usually attends the school attends another setting, it will be important for any school or college to do whatever they reasonably can to provide the receiving school with any relevant welfare and child protection information. This will be especially important where children are vulnerable.

For looked-after children, any change in school should be led and managed by the Virtual School Headteacher with responsibility for the child. The receiving school should be aware of the reason the child is vulnerable and any arrangements in place to support them.

As a minimum the receiving school should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable.

Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs coordinators/named individual with oversight of SEN provision for

children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

Whilst schools and colleges must continue to have appropriate regard to data protection and GDPR they do not prevent the sharing of information for the purposes of keeping children safe.

8. Safer recruitment/volunteers and movement of staff

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

As such, the school will continue to keep the single central record (SCR) up to date as outlined in KCSIE.

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the school will continue to follow the relevant safer recruitment processes in line with Astrea Child Protection and Safeguarding Policy, Astrea Recruitment Policy, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where the school are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The school will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found in KCSIE.

The school will continue to consider and make referrals to the Teaching Regulation Agency (TRA) and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

9. Supporting children's mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils, their parents and staff. Teachers should be mindful of this, in setting expectations of pupils' work where they are at home.

DSL's must ensure that relevant safeguarding and welfare information held on all children remains accurate. Schools and colleges (led by the DSL or deputy) should be doing all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of, in order to best support them in school and whilst accessing learning at home.

Government guidance on mental health and behaviour in schools, can help schools to identify children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils and students in the current circumstances can include existing provision in the school or college (although this may be delivered in different ways, for example over the phone for those children still not attending provision) or from Astrea Therapeutic / specialist staff or external support services.

10. Online safety in schools and colleges

The school will continue to provide a safe environment, including online. This includes the use of a filtering, monitoring and metering system. The DSL/ICT Leads will continue to monitor any notifications from this system.
Where students are using computers in school, appropriate supervision will be in place.
The Acceptable Use Policy Agreement signed by all staff and pupils annually, is still in place during the period of school closure and has been updated to include remote online education and use of school devices in the home.

11. Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Astrea Child Protection and Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.
Online teaching should follow the same principles as set out in the school code of conduct and AUP for remote learning.
The school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
Schools may wish to use these resources to understand more about ensuring online education is safe:
• advice from NSPCC on undertaking remote education safely
• guidance from the UK Safer Internet Centre on remote education
Guidance on ***teaching online safety in schools*** provides information to help schools ensure their pupils understand how to stay safe and behave online.
The school will support parents and carers during this time to reinforce the importance of children staying safe online. It's especially important for parents and carers to be aware of what their children are being asked to do, including:
• sites they will be asked to use
• school staff their child will interact with
Maintaining a safe online environment is of upmost importance and the school continues to encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.
Parents and carers can access the resources below to keep their children safe online:
• Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
• Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
• Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
• Internet matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
• London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
• Net-aware has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
• Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
• UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Childline and CEOP hyperlinks are accessible on all school's websites.
A Safeguarding Email inbox is set up and monitored by the DSL/duty DSL with a link on the school website to enable children to report concerns to a member of duty staff.
Safeguarding@astreacentreschool.org

To report any harmful or upsetting content Harmful, support can be accessed by:
- reporting harmful online content to the [UK Safer Internet Centre](#)
- getting government advice and trusted resources from [Educate Against Hate](#) on safeguarding from radicalisation, building resilience to extremism, and promoting shared values

12. Supporting children not in school

The school is committed to ensuring the safety and wellbeing of all its Children and Young people. During any period of school closure, The Centre School will ensure that all vulnerable children are contacted by phone at least weekly, with children spoken to alongside parent/carers.
- Weekly contact logs to be kept which details students contacted.
- If students cannot be contacted by telephone, then a doorstep visit to be planned.

As outlined above, the DSL will liaise with all allocated social workers to ensure that children are regularly seen if not attending school – doorstep visits should continue to be conducted by social care and school on a weekly basis where required and agreed between services.
A door step visit is a home visit, being mindful of social distancing, where staff are not to enter the house of a child/young person but to stand at least 2 metres/6ft from the door and speak with both parents and child/young person.
Any planned CP/Multi-Agency review meetings to be accessed via phone/conference calls, as necessary.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person following the guidance above. Details of this plan must be recorded on CPOMS, as should a record of contact have made.
The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.
The school and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. The DSL and social workers will work together to ensure communication is regular, in line with any plans and may support one another to conduct visits where appropriate. Where concerns arise, the DSL will consider any referrals as appropriate.

The school recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. As stated in section 8, we continue to support children in and outside of school, making referrals to provide additional support where necessary.
The school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.
The school will share safeguarding messages on its website and social media pages.

13. Supporting children in school

The school is committed to ensuring the safety and wellbeing of all its students. Our school continues to be a safe space for all children to attend and flourish. The Principal will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

The school will refer to the [Government guidance for education and childcare settings](#) on how to implement appropriate protective measures to limit the risk of spread of COVID19 in accordance with updated guidance.

The school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where the school has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the trust.

14. Peer on Peer Abuse

The school recognises that during the closure, a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within Astrea Child Protection and Safeguarding Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partners required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Support and reporting Bullying or abuse online can be accessed via the school by sending a direct email to safeguarding@astreacentreschool.org, and by accessing the key agencies as listed below.

- the [National Crime Agency's Child Exploitation and Online Protection command](#)
- [Anti-Bullying Alliance](#) for children who are being bullied

15.Support from Astrea Academy Trust

Astrea central team continues to be available to provide support and guidance to colleagues as appropriate.

The Deputy Director of Safeguarding continues to be available to all DSL's and Principal's in order to carry out their role effectively. This may include remotely accessing CPOMS files for the purpose of quality assurance, support, guidance and direction.

The Deputy Director of Safeguarding will also provide regular group and individual supervision sessions. This may take the form of an online meeting.