



SAFEGUARDING POLICY

Adopted	M. Davies September 2024
Committee	Members
Review Date	September 2025

1. PURPOSE & AIMS

The purpose of Demetae Academy's Safeguarding policy is to ensure we:

- Are committed – to develop a robust culture of vigilance and challenge.
- Build resilience – by raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe.
- Establish a safe environment – in which children can learn and develop within an ethos of openness and where children are taught to treat each other with respect, to feel safe, to have a voice and know that they will be listened to.
- Support vulnerable pupils – who have been abused, have witnessed violence towards others or may be vulnerable to abuse.

- Prevent unsuitable people – from working with children by ensuring we practice safe recruitment in checking the suitability of all school staff, supply staff and volunteers to work with our children, and to maintain an active vigilance thereafter in line with the safeguarding culture.

Our aim is to follow the procedures set out by Staffordshire Safeguarding Children's Board, Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2024 by knowing and understanding that:

- Safeguarding and promoting the welfare of children is everyone's responsibility, and the voice of the child is evident.
- Everyone who comes into contact with children and their families has a role to play.
- Everyone should ensure that their approach is child-centred considering, at all times, what is in the best interests of the child.
- By establishing a safe environment, we enable our children to learn and develop within an ethos of openness.
- No single practitioner can have the full picture of a child's needs and circumstances.
- If children and families are to receive the right help at the right time, everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.
- The importance of providing children with a balanced curriculum including PHSE, healthy relationship education, online safety, sexting, child on child abuse as well as 'abuse outside the home' (County Lines, Child Criminal Exploitation, inc. Child Sexual Exploitation and other contextualised safeguarding issues). Also supporting this with online activities, enabling them to enhance their safeguarding skills and knowledge whilst understanding the risks.
- Undertaking the role to enable children and young people at our school to have best outcomes.
- Ensuring that we have awareness of our staff's knowledge and understanding as well as embedding safeguarding, through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a robust element of our practice.

At Demetae Academy, our role is to:

- Provide help and support to meet the needs of children as soon as problems emerge.
- Protect children and young people from maltreatment, inside or outside the home, including online.
- Prevent impairment of our children and young people's mental and physical health or development.
- Ensure that our children and young people grow up in circumstances consistent with the provisions of safe and effective care.
- Take action to enable ALL children to have the best outcomes.

This policy provides guidance to all adults working within the school, whether paid or voluntary or directly employed by the school or a third party.

- This policy is available on our school website and is available on request from the school office. We also inform parents/carers about this policy when their children join our school.

- This policy is reviewed in full by the Members on an annual basis or sooner should legislation/guidance change.
- This policy sets out how the school's Members discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school. Our policy applies to all staff; paid and unpaid, working in the school, including Members.
- The policy is provided to all staff (including temporary staff, supply staff and volunteers) at the point of induction, alongside our Staff code of conduct.
- Our Members, working with the senior leadership team and especially our Designated Safeguarding Leads, ensure that those staff who do not work directly with children read and either Part 1 or Annex A (condensed version of Part 1) of the KCSIE 2024 guidance.
- All staff who work directly with children, are provided with and have read Part One of Keeping Children Safe in Education 2024.
- The school follows the Staffordshire Safeguarding Children's Board policies and procedures.

2. ETHOS and CULTURE

At Demetae Academy, our children's welfare is of paramount importance to us; we are a child centred setting. Our children are reassured that they have a voice, will be listened to and what they say will be taken seriously. They know that they will be supported and kept safe. They will never be given the impression that they are creating a problem by reporting abuse.

Children are encouraged to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never feel ashamed for making a report. Their views and wishes will inform any assessment and provision for them.

We make every effort to listen to and capture the voice of children to enable us to have a clear understanding of their daily lived experiences.

We are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. They may feel embarrassed, humiliated or are being threatened. This could be due to vulnerability, disability and/or sexual orientation or language barriers.

This does not prevent ALL staff from having professional curiosity and speaking to the DSL if they have concerns about a child. Our staff determine how best to build trusted relationships with children which facilitate this communication.

We understand our statutory duty to safeguard and promote the welfare of children and we maintain a professional attitude of 'it could happen here' where safeguarding is concerned. We expect ALL staff, Members, volunteers, and visitors to share our commitment, maintaining a safe environment and a culture of vigilance.

Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused, neglected or exploited. It is our willingness to work safely and challenge inappropriate behaviours, that underpins this commitment. We work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

We have a culture of vigilance and staff are confident and competent in the timely challenge of unacceptable behaviours and these are dealt with appropriately and robustly. Staff do not accept these behaviours as 'banter', 'having a laugh' or 'part of growing up'.

All staff are encouraged to report any concerns that they have and not to see these as insignificant. On occasions, a referral is justified by a single incident, such as an injury or disclosure of abuse. However, concerns can accumulate over time and are evidenced by building a picture of harm, particularly true in cases of abuse or neglect.

We know that it is crucial that our staff record and pass on any concerns in a timely manner and in accordance with this policy, to allow the DSL/DDSL to build up a picture and access support at the earliest opportunity.

When dealing with safeguarding matters, we are conscious of the language and terminology that we use, especially in front of children. Sometimes reference is made to a child who has been subjected to abuse as a victim. However, not all children will consider themselves a victim nor will they want to be referred to in this way. We are conscious of this and when managing any incident, we will be prepared to use terminology that children are most comfortable with.

In guidance, we will at times, use the term 'alleged perpetrator' and where appropriate 'perpetrator' and we know that these are widely used terms. However, we know that in some cases the abusive behaviour will have been harmful to the perpetrator as well and again we will be mindful of appropriate language and will decide appropriateness on a case-by-case basis.

We work closely with safeguarding partners and share the same goals, learn with and from each other, have what we need to help families, acknowledge and appreciate difference as well as challenging each other.

We acknowledge the four principles that as professionals we should follow when working with parents and carers:

- effective partnership and the importance of building strong, positive, trusting and co-operative relationships
- respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers
- empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources
- involving parents and carers in the design of processes and services that affect them.

We recognise the stressful and traumatic nature of safeguarding and child protection work, and support staff by providing an opportunity to talk through their anxieties with the DSL and to signpost and seek further support as appropriate.

3. KEY PRINCIPLES

The child's needs and welfare are paramount and Demetae Academy is a child centred school. All children have a right to be protected from abuse and neglect and have their welfare safeguarded. Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child in order to protect them. The school recognises that scrutiny, challenge, and supervision are key to safeguarding children.

At Demetae Academy, we have a robust Safeguarding training schedule for all staff, which is monitored by the DSL team. All new staff receive Level 1 Safeguarding training, and all current staff

receive Level 1 refresher Safeguarding training, as required in KCSIE 2024. Staff also receive half termly training/updates, as well as updates through staff meetings, briefings, emails etc. to develop and support robust safeguarding practices amongst all staff

- The school has clear induction processes for all staff, volunteers and Members, and all required documents and policies are provided both at induction of new staff, and on a yearly refresh basis for current staff. These documents include Part 1 of KCSIE 2024 (staff sign to say that they have read and understand and this is monitored through KCSIE training completed, half termly training/updates, staff meetings and briefings); Code of Conduct; schools' behaviour policy; schools' response to children who go missing from education, the role of the DSLs and this Safeguarding Policy as well as child-on-child abuse and child on child sexual violence and sexual harassment
- All staff at Demetae Academy will 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.
- All staff at Demetae Academy will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.
- All staff, but especially the Designated Safeguarding Leads/Deputies at Demetae Academy, will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence.
- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment.
- All staff should be aware of the local early help process and understand their role in it. (KCSIE 2024). 'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. '(WT 2018). This includes liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.' (DfE 2018)
- All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. (KCSIE 2024)
- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the Designated Safeguarding Leads. Whilst the Designated Safeguarding Leads will normally make referrals to Children's Services, any staff member can refer their concerns to children's social care directly in emergencies or if they feel they need to do so. (Staffordshire Children's Advice & Support on 0800 1313 126)
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm.
- The school understands its responsibility to request a statutory assessment lead by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.

- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child to safeguard them.
- The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Staffordshire Safeguarding Children's Board's procedures and provide them with information as required.
- Staff, children, and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.
- We will provide opportunities for pupils to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being.
- Safeguarding issues will be addressed through the Jigsaw PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, consent, coercion, control as part of healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety), sexting and bullying (including cyber bullying). Relevant issues will be addressed through all areas of the curriculum.
- All our policies, which support our ethos of safeguarding, will be interlinked with this Safeguarding Policy

4. LEGISLATION & GUIDANCE

Demetae Academy have regard for the DfE statutory guidance 'Keeping Children Safe in Education (DfE 2024). Keeping Children Safe in Education 2024.

This guidance is read alongside:

- statutory guidance Working Together to Safeguard Children
- Staffordshire Safeguarding Children Board Procedures
- departmental advice What to do if you are Worried a Child is being Abused-Advice for Practitioners and departmental advice
- Behaviour in Schools - Advice for headteachers and school staff

All staff must read and understand at least part 1 of Keeping Children Safe in Education 2024

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare.

There may be a need for immediate protection whilst the assessment is carried out. (See Appendix 1).

A child in need is defined under the Children Act 1989, as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled.

A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989. Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their

education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions.

The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

5. ROLE & RESPONSIBILITIES

Designated and Deputy Safeguarding Leads

- Our Designated Safeguarding Lead is: Octavia Lowndes and Deputy is: Emily Keay

The Designated and Deputy Safeguarding Leads (DSL and DDSL) will carry out their roles in accordance with Keeping Children Safe in Education 2024

The DSL/DDSL will undergo the appropriate Safeguarding Training to provide them with the knowledge and skills to carry out their role. This training should be updated at least every 2 years, in line with the Staffordshire Safeguarding Children's Board requirements.

In addition to the formal training, their knowledge and skills are refreshed at regular intervals, at least annually, through the termly SCC DSL Briefings, meeting other DSL's, emails and reading statutory guidance.

The training provides DSL/DDSL's with a good understanding of their own role, the processes, procedures, and responsibilities of other agencies, particularly children's social care. The DSLs continually develop an understanding of the community the school serves, the risks and resilience, by regularly meeting local services/teams such as Families First, Police/PCSO allocated to the school area, Head Teachers meetings, local news and social media, etc.

The DSL takes the lead responsibility for safeguarding and child protection (including online safety as well as an understanding of the expectations, applicable roles and responsibilities in relation to the filtering and monitoring systems and processes in place), and this is explicit in their job description.

Guidance:

Filtering and monitoring standards for schools and colleges

As part of online safety, we are aware of our responsibility for information security and access management, and we will ensure that we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Guidance: Cyber security standards for schools and colleges Cyber Security Training for School staff

DSL/Deputy DSL will refer cases of suspected abuse to the local authority children's social care as required. They will represent the school at child protection conferences and core group meetings. The DSL will be the expert within our setting to support staff in liaising with other

agencies, making assessments and referrals. Any staff member maybe required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren The DSL/Deputy DSL should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children 2024.

PCC Guidance 'When to call the Police' helps designated safeguarding leads understand when they should consider calling the Police and what to expect when they do.

The DSL will support staff who make referrals to Staffordshire Children's Advice and Support service. The DSL will refer cases to the Channel programme where there is a radicalisation concern as required, and support staff making Prevent referrals to the Channel programme.

The DSL (if the Headteacher) will refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

The DSL will refer cases where a crime may have been committed to the Police as required.

The DSL/Deputy DSL will maintain robust systems to monitor and record training of all staff, volunteers, supply annually, refresher time scales are evident. Training is delivered in-line with training strategy and KCSIE 2024 recommendations. All staff complete Safeguarding refresher training annually, as well as Prevent and KCSIE training. All new staff complete full Safeguarding Training, as well as Prevent and KCSIE. This will include briefings, and inset day training as well as external events attended. Regular updates to be shared with staff and a system to record these communications should be in place. We hold weekly staff meetings, whereby staff are informed of latest relevant safeguarding updates. Staff are also emailed as and when relevant safeguarding updates are received.

The DSL will ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately.

Staff/volunteers do not make promises to any child and will not keep secrets. Every child will be made aware of what the adult will have to do with any information they have chosen to disclose to a staff member/volunteer.

The DSL monitors the paper case management systems to record concerns about children and young people ensuring that the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information are kept in-line with the Data Protection Act 2018 and General Data Protection.

Safeguarding and child protection records are kept in a confidential on-line folder separate and away from academic records and there is a clear recording process of transfer, in or out, using the transfer of records form which needs to be signed by the sending and receiving settings and a copy of this form kept by both.

All concerns, discussions and decisions made, and the reasons for those decisions, are recorded on the safeguarding file including:

- • a clear and comprehensive summary of any concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

DSL monitors the quality of safeguarding files through auditing case files regularly.

The DSL/DDSL should have appropriate and regular supervision within the Senior Leadership Team. Systems are compliant with General Data Protection Act.

DSL has a clear system for Child Protection (section 47), Child in Need (section 17), Early Help Assessment (EHA) files being removed from school and returned for the purposes of case review meetings, Rapid Reviews, Child Safeguarding Practice Reviews (CSPR) and DHR (Domestic Homicide Reviews).

DSL helps to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children (including children with or who have previously had a Social Worker) are experiencing, or have experienced, with teachers and school leadership staff.

Their role could include ensuring that the schools and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

DSL ensures systems are in place to induct new staff/Members is robust and monitored and non-compliance shared with Senior Leadership Team/Members. DSL to ensure induction policy is updated annually in-line with Keeping Children Safe in Education.

DSL ensures each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff. DSL understands and supports the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.

Designated Safeguarding Lead/Members/Headteacher all encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

DSL has developed systems to record these and ensure through case reviews the child/rens voice have been heard/recorded and they have a child-centred approach.

DSL will liaise with the Headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

DSL notifies children's social care if a child with a child protection plan is absent for more than two days without explanation.

DSL as required, liaise with the "case manager" and the LADO (designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member). DSL will liaise with all staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

The DSL acts as a source of support, advice, and expertise for staff. Risk assessments/safety plans will be completed as required and should, where appropriate, involve other agencies, these are reviewed regularly.

DSL, where a parent chooses to remove their child/ren from school to receive EHE (Elective Home Education), will make arrangements to pass any safeguarding concerns and the

safeguarding file if there is one, to the EHE Team within Staffordshire County Council and inform other professionals who may be involved with that child.

EHE email; electivehomeeducation@staffordshire.gov.uk or to refer to the EWO's after they have been missing for over 10 days but not yet the 20 it is educationcoreoffer@staffordshire.gov.uk
The DSL ensures the safeguarding policy is available publicly and parents know that referrals about suspected abuse or neglect, may be made and the role of our setting in this.

During term time, the DSL or DDSL is available (during school hours) for staff in the school to discuss any safeguarding concerns.

As a school we have cover arrangements in place to cover any out of hours/out of term activities.

The safeguarding and child protection records are kept in a secure location and away from academic records. There is a robust process of the transfer, both in and out, of these records and the clear recording of this.

At times, education settings, may require further assistance from interpreters to support children and families. These services will be accessed with support of the DSL.

Members

The Members and Head Teacher are accountable for ensuring the effectiveness of this policy and school compliance.

Members have appointed Octavia Lowndes as the Designated Safeguarding Lead who is part of the senior leadership team.

The Members will monitor this post, to ensure that the DSL has the time and resources required, to fulfil the duty.

Members /Head Teacher have identified Emily Keay as Deputy Designated Safeguarding Lead, and she is trained to the same safeguarding standard as the DSL.

The DSL can delegate activities to Deputy Designated Safeguarding Lead; however, the ultimate responsibility remains with the DSL, the lead responsibility should not be delegated.

In the absence of the DSL the Deputy DSL will take lead on safeguarding with clear direction from the Senior Leadership Team.

The DSL and DDSL job role have been added to each staff members job description.

The Members have shared the content of "Keeping Children Safe in Education" (2024) with Designated Safeguarding Lead/Deputy Designated Safeguarding Lead and are confident the individuals have the knowledge, understanding to carry out their roles appropriately.

The DSL training is compliant with the Local Safeguarding Childrens Board requirement. The Members ensure that the DSL understands their responsibility in leading safeguarding and child protection across the school.

This individual has the appropriate status, authority, funding, resources, training, and support to provide advice and guidance to all staff members within the school on child welfare and child protection.

The DSL/Deputy DSL receives appropriate and regular supervision from senior leadership team or external services.

The Members ensure that all staff, including Members and trustees, receive appropriate safeguarding and child protection training (including online which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. This training should be regularly updated and in line with any advice from the safeguarding partners.

The Members ensure that they facilitate a whole setting approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes, policies and practice, should operate with the best interests of the child at the heart –of what we do.

In considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our Members will ensure that our school has appropriate filters and monitoring systems in place. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The Members will review the following standards and discuss with IT staff and service providers what more needs to be done to support our setting in meeting this standard:

- identify and assign roles and responsibilities to manage filtering and monitoring systems;
- review filtering and monitoring provision at least annually;
- block harmful and inappropriate content without unreasonably impacting teaching and learning;
- have effective monitoring strategies in place that meet their safeguarding needs

Guidance: Filtering and monitoring standards for schools and colleges

The Members are also aware of their responsibility to ensure that there is the appropriate level of security protection procedures are in place in order to safeguard systems, staff and learners and that there is the need to review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Guidance: Cyber security standards for schools and colleges Cyber Security Training for School staff

Where there is a safeguarding concern, Members and school leaders ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems are in place and are well promoted, explained properly and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The Members ensures Safer Recruitment Procedures, that include the requirement for appropriate checks in line with national guidance, are followed. When candidates have been shortlisted, they will be made aware that online searches will be carried out. The Members have an overview of training schedule and future training requirements and this updated every term.

All staff, volunteers and Members have received an induction which includes regular updated safeguarding training including online safety.

At Demetae Academy, we ensure that children are taught about safeguarding, including online safety.

There is an expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils. All staff, volunteers and Members have read and understood the code of conduct annually and Keeping Children Safe in Education 2024, including hyperlinks.

At Demetae Academy we have developed a system, in-line with guidance, to ensure that regulated and non-regulated activities, as well as staff supervision, is understood across the school. The identification of volunteers, students, supply staff and visitors can be clearly identified by our visitor system.

A whistleblowing policy and staff have received a copy and had the opportunity to raise concerns. There is a culture in our setting where staff can raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistle blowing procedures

The Members and Headteacher have a schedule to review policies and procedures to ensure they are current and in line with National and Local guidance.

The Members and DSL coordinate the updates within the training schedule to support the culture of learning for all staff/volunteers. At Demetae Academy, we update parents through video messages/website/notice boards/text message service.

6. WORKING WITH PARENTS/CARERS

At Demetae Academy, we are committed to working in partnership with parents/carers to safeguard and promote the welfare of their children, and to support them to understand our statutory responsibilities in this area. The school follows legislation that aims to act in the best interests of the child.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website.

Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to the relevant local authority or other agencies.

We are committed to working with parents in a positive, open and transparent way. We ensure that all parents are treated with respect, dignity, and courtesy.

We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or if it is necessary to do so to safeguard a child from harm.

We will seek to share with parents/carers any concerns we may have about their child before making a referral, unless to do so may place a child at increased risk of harm.

A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral to the relevant local authority in those circumstances where it is appropriate to do so.

To keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives.
- Full names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above) and at least 2 contacts.
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
- Any legal or criminal changes which effects parental responsibility e.g. bail condition, court orders, Multi Agency Risk Assessment Conference (MARAC).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

7. STAFFORDSHIRE EARLY HELP

Any Child may benefit from Early Help, but all school staff are particularly alert to the potential need for early help for a child who: -

- Is disabled and has specific additional needs.
 - Has special educational needs (whether they have a statutory Education, Health and Care Plan or not
- Is a young carer.
- Has a mental health need
 - Is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
 - Is frequently missing or goes missing from school, care or from education, home or care.
 - Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or Pupil Referral Unit.
 - Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
 - Is at risk of being radicalised or exploited.
 - Has a parent or carer in custody, or is affected by parental offending
 - Is in family circumstances that presents challenges for the child, such as drug or alcohol issues, adult mental health issues and domestic abuse.
 - Is misusing drugs or alcohol themselves.
 - Has returned home to their family from care.
 - Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
 - Is persistently absent from education, including persistent absences for part of the school day.
 - Is a privately fostered child

The DSL/DDSL will consider how the needs of different family members impact each other. This includes needs relating to education, mental and physical health, financial stability, housing, substance use and crime. We will also consider specific needs, such as: disabilities, those whose first language is not English, fathers or male carers, and parents who identify as LGBTQ.

Every member of staff, including volunteers, working with children at our school are advised to maintain an attitude of 'professional curiosity and respectful uncertainty' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and have a responsibility to act as outlined in this policy.

Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure that an Early Help Assessment is completed.

8. WHAT HAPPENS AFTER A REFERRAL IS DEEMED NECESSARY TO ESCALATE BEYOND EARLY HELP.

Child in Need (Section 17) If the DSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, they will speak with parents/child and obtain their consent for referral to Staffordshire Childrens Advice and Support or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss these issues with the Staffordshire Childrens Advice and Support. Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require Section 17 services

Child Protection (Section 47)

If the local authority has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, they have a duty to make enquires under Section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989. Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open, honest, and transparent way with any parent whose child has been referred to Staffordshire Childrens Advice and Support or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents/carers.

9. ESCALATION PROCEDURE

Staffordshire Safeguarding Children Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums.

Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work. If we believe that

concerns regarding a child are not being addressed, we understand the expectations that we will commence the escalation process be used until a satisfactory conclusion is reached.

SSCB Escalation Policy The process of resolution will be kept as simple as possible and the aim will be to resolve difficulties at a professional practitioner level, wherever possible and always in a restorative way. We recognise that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the DSL. Guidance Escalation Procedure.

10. A SAFER SCHOOL CULTURE

Safer Recruitment and Selection

At Demetae Academy, we pay full regard to 'Keeping Children Safe in Education 2024'. Our Safer Recruitment and selection practice includes scrutinising applicants, verifying identity (best practice being birth certificate), checking academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks, prohibition checks whether they are known to the police and/or social care, if they have been disqualified from providing childcare and any relevant overseas information. Evidence of these checks are recorded on our Single Central Record.

Staff who have lived or worked outside the UK will undergo the same checks as all other staff, even if they have never been to the UK. We will ensure that any other appropriate checks are carried out so that any relevant events that occurred outside the UK can be considered. These checks could include criminal records checks for overseas applicants and for teaching positions obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach.

Guidance: Application process for criminal records checks overseas Regulated professions database UK Centre for Professional Qualifications

Separate barred list checks are only being carried out in the following circumstances:

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS) (and where all other relevant checks as per paragraph 213 have been carried out); or,
- where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation (and where all other relevant checks as above have been carried out).

Induction

All staff must be aware of systems within their school, which support safeguarding, and these should be explained to them as part of staff induction. This should include:

- The child protection policy.
- The behaviour policy.

- Child on Child Sexual Violence & Sexual Harassment policy.
- The staff behaviour policy (sometimes called a code of conduct).
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and any deputies).
- At least part one of KCSIE 2024.

If staff, supply staff, visitors, volunteers, or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open. No visitors, volunteers or parent helpers are ever to be left unsupervised with children or out of sight of the teacher or member of staff in charge. It is the responsibility of the member of staff to ensure this is the case. Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Staff Support Page

We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to signpost and seek further support as appropriate. Regular supervision will be offered to the Lead DSL within school, at least half-termly and may be extended to other members of staff, as deemed appropriate by the school.

11. KEEPING CHILDREN SAFE IN EDUCATION 2024-SPECIFIC SAFEGUARDING ISSUES.

All staff at Demetae Academy have an awareness of the following safeguarding issues through regular training and briefings. Staff are aware that these behaviours can make children vulnerable and put them in danger:

- All staff know who the Designated Safeguarding Leads are within our School and as well as being the expert in this field, is there to support staff, volunteers and Governance body further.
- Abuse
- Behaviours linked to safeguarding issues
- Bullying including cyberbullying
- Child on child abuse (inc. sexual violence and sexual harassment/sexting-sharing of nude/semi-nude images & up-skirting)
- Children and the courts system
- Children missing from education
- Children who are absent from education

Child missing from home or care

- Child Criminal Exploitation (CCE)
- Child sexual exploitation (CSE)
- County Lines
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Homelessness
- Mental health
- Online safety
- Private fostering
- Preventing radicalisation
- Prevent Duty and Channel
- Serious violence
- Trafficking

Behaviours linked to safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Presenting behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues that all staff should be aware of include:

Children Missing Education

All professionals working with children, as well as the wider community can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education.

A child going missing, particularly repeatedly, can be a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

Our school will hold two or more emergency contact numbers for each pupil. It is good practice to give our school additional options to contact a responsible adult when a child missing education, is also identified as a welfare and/or safeguarding concern.

- Has been taken out of school by their parents and is being educated outside the school system (e.g. elective home education).
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change).
- Displaced because of a crisis e.g. domestic violence or homelessness.
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded. Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

Child Missing from Home or Care

There are strong links between children involved in criminal and sexual exploitation and other behaviours such as running away from home, care or school, bullying, self-harm, teenage pregnancy, truancy, and substance misuse. In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum-seeking children. Most children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of

exploitation. This Child Exploitation Risk Factor Matrix (RFM) has been developed to be used by practitioners working with children who are thought to be involved in Child Exploitation. The use of the term “child” in this document refers to all children under the age of 18, as defined in the Children Act 1989.

When to complete the RFM:

- Complete the RFM as soon as risk is identified, ideally with the child present and engaged.
- Consider utilising the Case Consultation Toolkit – Child Exploitation Case Consultations are an opportunity for practitioners to have time to reflect and consider aspects of their cases they may not have otherwise. The structure and format of the meetings will differ between practitioners and managers. The consultation is a meeting to discuss a case, it is not a strategy meeting.
- Give as much detail as possible around why indicators have been selected in the comments boxes provided; including sources of information, whether suspected or observed and whether recent or non-recent.
- When selecting risk level, if you are unsure please consult with appropriate partner agencies or seek managerial/supervisory support.
- It is recommended that the form is completed electronically for ease of review.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm, from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

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

Child sexual exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship. The above CCE indicators can also be signs of CSE, as can having older boyfriends or girlfriends and/or suffering from sexually transmitted infections/becoming pregnant.

County Lines County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and/or 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 several 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. 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 (NRM) 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. Like other forms of abuse and exploitation, county lines exploitation: -

- 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.

Domestic Abuse

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

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. Domestic abuse affecting young people, can also occur within their personal relationships, as well as in the context of their home life.

We will signpost and support our children/ young people.

Drugs

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and increased risk of being a victim of violent crime and criminal exploitation, including sexual exploitation.

Fabricated or Induced Illness (FII)

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer, and which is attributed by the adult to another cause. There may be several explanations for these circumstances, and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority, so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to

leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. Our staff will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, it is also recognised that in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and they will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

Honour-based Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors, when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

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

FGM is known by several names including "cutting", "female circumcision" or "initiation". The term female circumcision suggests that the practice is like male circumcision, but it bears no resemblance to male circumcision and it has serious health consequences with no medical benefits. FGM is also linked to domestic abuse, particularly in relation to "honour-based abuse".

FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either via disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions. It is rare to see visual evidence, and children should not be examined but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless there is good reason not to, they should still consider and discuss any such case with the DSL (or deputy) and involve children's social care as appropriate.

The duty does not apply in relation to at risk or suspected cases (i.e. where staff do not discover that FGM appears to have been carried out, either through disclosure by the victim or visual

evidence) or in cases where the woman is 18 or over. In these cases, staff will follow local safeguarding procedures.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one, entered, without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. The threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Some perpetrators use perceived culture practices, to coerce a person into marriage. Schools play an important role in safeguarding children from forced marriage.

There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person's parents, extended family, or members of their community, could put the young person in a situation of significant risk. Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be 'one chance to save a life'. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual, and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced. From February 2024 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

School and college staff can contact the Forced Marriage Unit for advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk

Mental Health

All staff have an incredibly important role to play in supporting the mental health and wellbeing of our pupils and are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education 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. Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), 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.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and by speaking to the designated safeguarding lead or a deputy.

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child Criminal Exploitation, Child Sexual Exploitation, radicalisation, sextortion, sexual predation, and technology often provides the platform that facilitates harm. At Demetree Academy, we realise that it is essential for our children to be safeguarded from potentially harmful and inappropriate online material. We have an effective whole school approach to online safety which empowers us to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms for us to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- 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: child to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

We ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures. We consider online safety in other relevant policies, when planning curriculum, teacher training, the role and responsibilities of the DSL and parental engagement. We have appropriate filtering and monitoring systems in place, on school devices and school networks and these are regulated, and risk assessed as part of the prevent duty.

Our filtering and monitoring standards will

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs

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 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering. Close relatives are defined as a grandparent, brother, sister, uncle, or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent. People become involved in private fostering for all kinds of reasons.

Examples of private fostering include:

- Children who need alternative care because of parental illness.
- Children whose parents cannot care for them because their work or study involves long or antisocial hours.
- Children sent from abroad to stay with another family, usually to improve their educational opportunities.
- Unaccompanied asylum seeking and refugee children.
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.
- Children staying with families while attending a school away from their home area.

Our staff at Demetae Academy will notify the DSL/DDSL when they become aware of a private fostering arrangement. There is a mandatory duty on the school to inform Staffordshire Childrens Social Care of a private fostering arrangement by contacting (0800 1313 126), who then have a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

At Demetae Academy we value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils and school staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free

speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Demetree Academy are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty. The school's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Prevent

The school Members, the Head Teacher/Principal and the DSL will assess the level of risk within the school and put actions in place to reduce that risk.

All schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty and is part of our schools wider safeguarding obligations. Designated safeguarding leads and other senior leaders familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare).

We follow the guidance in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. Our school has a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

12. VULNERABLE CHILDREN

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate responses are in place for children who are absent from school or who go missing from education. We will inform the local authority of any pupil who fails to attend school regularly, or who has been absent without school permission for a continuous period of 10 school days or more.

As a school we are aware of the potential for children with SEN to have additional barriers when it comes to safeguarding, the school recognises that this group can be more vulnerable to abuse and neglect.

Disabled children may be especially vulnerable to abuse because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Heightened vulnerability linked to:

- Communications skills
- Maturity (Lower cognitive ability)
- Perceptions of intent from others • Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have “friends” or find a partner
- Differing boundaries
- Online safety – digital technology understanding

A combination of these factors can make them more susceptible to risks.

Children develop and mature at different rates, so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent/child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol, if there is a sudden change in their mental health or if domestic abuse is present. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family.

Children say they need:

- Vigilance: to have adults notice when things are troubling them
- Understanding and action: to be heard and understood; and to have that understanding acted upon.
- Stability: to be able to develop an on-going stable relationship of trust with those helping them.
- Respect: to be treated with the expectation that they are competent, rather than not.
- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans.

- Explanation: to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative.
- Support: to be provided with support in their own right as well as a member of their family.
- Advocacy: to be provided with advocacy, to assist them in putting forward their views.

Alternative Provision

At Demetae Academy, we know that some of the cohort of pupils in our provision often have complex needs, and our Members are aware of this additional risk of harm that their pupils may be vulnerable to.

Children potentially at greater risk of harm - Children who need a social worker (Child in Need & Child Protection Plans) Our DSL/DDSL are aware that some children may need a social worker due to safeguarding or welfare needs. Local authorities should share the fact that a child has a social worker. Children may need this help due to abuse, neglect and complex family circumstances.

We know that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. The DSL will hold and use information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services.)

We will strengthen provision to reduce absence and exclusions for this group as we recognise that regular attendance is important for vulnerable pupils and school can act as a protective factor. We will work as a school to narrow the attainment gap, have high aspirations for all children with a social worker and will design our Pupil Premium strategy to meet the needs of CWSW (Children with a social worker).

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We will ensure that they benefit from additional support to recover from the impact of COVID-19 using a strength-based approach with the child's voice central to our planning. (e.g. National Tutoring Programme/Recovery Premium) The Mental Health Lead in school/DSL will work to assess, understand, and meet the Social Emotional & Mental Health needs of Children with a social worker, as we recognise, they are more likely to experience issues than other children.

Looked after children

All Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of the Virtual School. The responsibility for each child's education, target setting, learning, and teaching remains with the schools where they are enrolled. Staffordshire's Virtual School for Looked After Children provides a support and challenge role for schools and Local Authority teams. This is in

the form of staffing support; access to additional resources to enable the support of educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments.

Children potentially at greater risk of harm

Children who need a social worker (Child in Need & Child Protection Plans) Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

13. EDUCATIONAL VISITORS TO SCHOOL.

We will undertake risk assessment and use professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments, or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised, and suitability recorded.
- Whether the role is eligible for an enhanced DBS check
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSIE 2024.

We have clear visitor's procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school.

14. MANAGING ALLEGATIONS AGAINST ALL STAFF, INCLUDING SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS

Our aim is to provide a safe and supportive environment securing wellbeing and best possible outcomes for the children at Demetae Academy. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. The Members ensures that there are

procedures in place for dealing with the two sections covering two levels (see below) of concern and/or allegations against staff members, supply staff, volunteers, and contractors.

- Allegations that may meet the harms threshold.
- Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as ‘low level concerns’.

Allegations that may meet the harms threshold

We follow KCSIE 2024 guidance where it is alleged that anyone working in our education setting providing education for children under 18 years of age, including supply teachers, volunteers and contractors has:

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

This relates to members of staff, supply staff, volunteers, and contractors, who are currently working in any education setting, regardless of whether the school is where the alleged abuse took place.

Allegations against a teacher who is no longer teaching and/or historical allegations of abuse will be referred to the police. Where we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties.

In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

If an allegation is made or information is received about an adult who works at Demetae Academy which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head teacher immediately. If it is about the sole proprietor of the Independent school, then this needs to be raised with the Designated Officer.

Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as ‘low level concerns’. We are aware that concerns may arise in several ways and from several sources, for example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of our setting; or as a result of vetting checks undertaken.

We have the appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children. As part of our whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of our setting (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We have created a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, and this is critical.

We encourage an open and transparent culture; enabling us to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of Demetree Academy are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution. Low level does not mean that the concern is insignificant, it means that the behaviour towards a child does not meet the harms threshold.

Low level concern is still a concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school 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. Examples of such behaviour could include, but are not limited to:
- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating, or offensive language.

We understand how crucial it is that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of our setting from potential false allegations or misunderstandings. Any member of staff or volunteer who does not feel confident to raise their concerns with the Head teacher or Members should contact the LADO directly on 0800 1313 126.

Staff should follow the guidance using the Whistle Blowing policy.

The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform Barring service.

15. INFORMATION SHARING

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers, and colleagues from other agencies in line with Working

Together to Safeguard Children (2018). Our setting works closely with Stoke and Staffordshire Children's Social Care and, where appropriate from a placing local authority.

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

We are proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

Where children leave our school, the DSL will ensure that any relevant Child Protection file is transferred to the new setting as soon as possible, ensuring secure transit, with confirmation of receipt. In addition to the child protection file, our DSL will also consider if it would be appropriate to share any information with the new school in advance of the child leaving. For example, information that would allow the new setting to continue supporting the victims of abuse and have that support in place for when the child arrives.

16. MANAGING COMPLAINTS

As a school we encourage children and families to raise compliments, concerns or comments and have a robust internal investigation process. The compliment, comment, or complaint policy states clearly the stages of complaints and where to escalate concerns.

Our complaints policy is on our school website for parents/carers to access. Safeguarding concerns should be raised with school immediately. If a concern means a child is at immediate risk, then the individual needs to contact Staffordshire Childrens Advice and Support Team on (0800 1313 126).

17. SITE SECURITY

At Demetae Academy, we provide a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on the site must adhere to the rules which govern it. Laxity can cause potential problems with safeguarding, therefore: -

- Gates are kept closed during the school day; visitors gain access through the main entrance.
- Visitors, volunteers, and pupils must only enter through the main entrance to then sign in. School has a clear system of ensuring staff are accompanied / supervised by regulated staff member. Any visitor on site who is not identifiable by a visitor's pass will be challenged by any staff member and this will be reported to a member of the Senior Leadership Team.
- Parents, carers, and grandparents attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.

- Empty classrooms should have closed windows and doors - risk assessment states all classrooms to allow any access and the site is secure (fire regulations - all doors should be unlocked), that children can go into empty classrooms and these need to well ventilated
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- Two members of staff are always on duty at break times.
- A health and safety audit is completed annually with risk assessment/safety planning and will form part of Members annual report. This will include a fire evacuation and invacuation Prevent risk assessment.
- The risk management of site security is managed by senior leadership/governance, we have a clear system of risk assessments and review timescales of these.

18. EARLY YEARS FOUNDATION

This framework is mandatory for all early years' providers (Statutory framework for the Early Years Foundation Stage; revised September 2021): maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.

A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

For our staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Child Care (Disqualification) Regulations 2018. Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of those checks can be found the following document.

As a school we ensure that at least one person who has a current paediatric first aid certificate must always be on the premises and available when children are present and must accompany children on outings.

The welfare, protection, and safety of every child in our care is of paramount importance, we take our responsibility to safeguard children seriously. We have procedures in place which we as everyone to respect and to help promote the safety of the children in our care.

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used in turn eliminating the concern of staff being

distracted from their work with children and the inappropriate use of mobile phone cameras around children.

MOBILE PHONES & SMART WATCHES (APPLE WATCHES)

We believe our staff should be completely attentive during their working hours to ensure all children in the EYFS receive good quality care and education. Mobile phones must **not** be used during working hours. Staff are permitted to keep their phones switched on in case of urgent calls, but they will be kept away from children and must be on silent.

Under no circumstances does the EYFS allow a member of staff to contact a parent/carer using their personal device. Users bringing personal devices into nursery must ensure there is no inappropriate or illegal content on the device. All staff must ensure their mobile phones are kept in the staff room throughout contact time with children. Staff are permitted to use their mobile phones during their lunch breaks away from the children.

The use of apple watches/smart watches etc, are also not permitted. Staff wearing smart watches will be asked to remove them and leave them locked away along with their personal mobile phones in the office.

The use of mobile phones/smart watches are in staff breaks or in staff member's own time in the designated (child free) staff area.

It is the responsibility of all members of staff to be vigilant and to report any concerns.

All urgent calls are to be taken from the main line, however if any staff member has a family emergency or similar, their mobile will be kept in the office and they will be called to take a call. Prior permission must be sought from the manager or deputy.

During group outings a nominated staff member will take the allocated nursery mobile phone out with them in case of emergency. This should only be used for emergency calls and incoming calls from the EYFS, under no circumstances must a member of staff take a personal call whilst caring for children. It is the responsibility of all staff members to be vigilant and report any concerns.

The lead reserves the right to check the image contents of a member of staff's mobile phone should there be any cause for concern over inappropriate use of it. Should inappropriate material be found then our Local Authority Designated Office (LADO) will be contacted immediately, as well as the police. Guidance will be followed with regards to the dismissal of the staff member.

Parents & Visitors

Parents or visitors who either arrive using a mobile phone or take a call on a mobile should be immediately told to end their phone call or leave the premises. Visitors are signed in and asked to leave their personal belongings and mobile phones in the office area.

CAMERAS & CAPTURING IMAGES

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

- Only the designated EYFS camera/EYFS tablets are to be used to take any photo within the setting or on outings.
- Images taken on this camera must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- All staff are responsible for the location of the camera; this should be placed within the lockable office when not in use.
- The camera must be locked away at the end of every session.
- Images taken and stored on the camera must be downloaded as soon as possible, ideally once a week.
- Parental permission is obtained from the parent/carer on joining the setting to the use of photographs in the setting.
- Photos taken on nursery cameras/tablets can be uploaded to our SeeSaw app. This will only occur when we have obtained all the parents' permission. Any child whose parent has not signed the permission form for photos on social media will not have their photo uploaded.

19. KEY LEGISLATION

This policy has been devised in accordance with the following legislation and guidance:

- Working Together to Safeguard Children 2018 (DfE)
- Staffordshire Safeguarding Children Board Procedures
- Staffordshire Safeguarding Children Board-Learning Zone
- disclosure
- Disqualification under the Child Care Act 2006
- Information Sharing Advice for practitioners providing safeguarding services
- The Children Act 1989 and 2004
- Education Act 2002
- What to do if you're worried a child is being abused
- Demetae Academy Whistle Blowing policy
- Online Safety Toolkit
- Children Missing Education policy
- Early Years Statutory Framework
- Statutory policies for schools
- NSPCC/TES safeguarding in education tool
- Visa – Immigration/Asylum

- Children's commissioner

Date approved: September 2024

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