



SENDAT SAFEGUARDING POLICY

This policy is reviewed annually by the
Provision, Curriculum & Standards (PSA) Committee.

To be read in conjunction with but not limited to:

- See Section 17 below and other relevant policies and procedures

History of Document

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SENDAT SAFEGUARDING POLICY

STATEMENT OF INTENT

SENDAT is a Multi Academy Trust specialising in the care and education of young people with Special Educational Needs and Disabilities. This policy should be considered in the light of this context and the complexity of need that is accommodated within the Trust and its constituent Schools / Alternative Provisions (APs).

PURPOSE

The purpose of SENDAT's safeguarding policy is to ensure every registered child at one of our schools or other provisions is safe and protected. This policy will give clear direction to all personnel including but not limited to staff, volunteers, visitors and parents and carers, about the expected behaviour and responsibility when managing safeguarding concerns.

SENDAT fully recognises the contribution all adults can make to protect children from harm and to support and promote the welfare of all children and young adults who are registered with SENDAT. The elements of our policy are prevention, protection and support. Our policy applies to all staff, parents and carers, governance, volunteers, visitors and children. The DSL and ASLs are most likely to have a complete safeguarding picture and are the most appropriate persons to advise on the response to safeguarding concerns.

OUR ETHOS and VALUES

SENDAT will establish and maintain an ethos where our children feel secure, are encouraged to talk and are listened to. SENDAT is committed to the Helping Me Achieve philosophy and addresses all areas within its safeguarding agenda. Children and young adults at our schools and other provisions will be able to talk freely to any member of staff or regular visitors to our school if they are worried or concerned about something.

SENDAT promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide Social, Moral, Spiritual and Cultural elements (SMSC). The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, SENDAT will:



- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.










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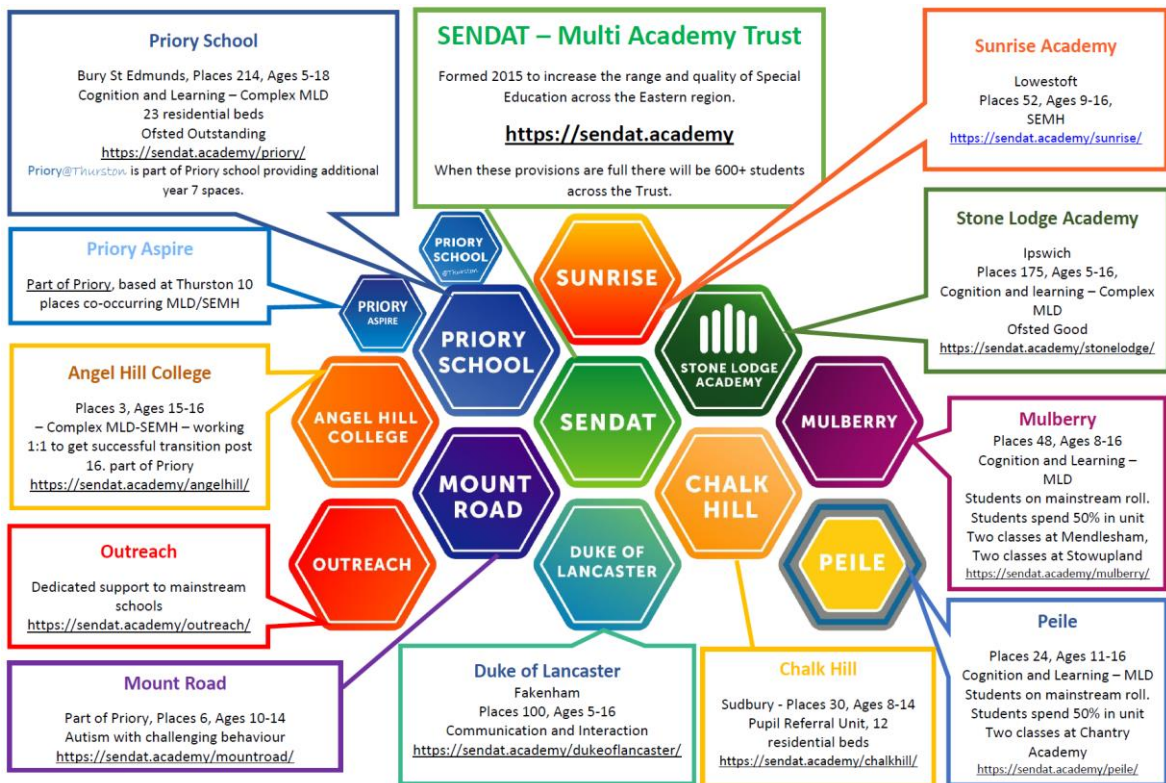
IMPORTANT CONTACTS

Designated Safeguarding Leads across the Trust

	SENDAT	Trust DSL: Georgina Lewis Alternate: Lawrence Chapman Chair of Trustees: Sue Snowdon	01284 761934 /658950 01284 658950 01284 658950
		School Lane Thurston IP31 3RY	
	Chalk Hill	DSL: Sarah Chesterton Alternates: Nicky Jennings, Graham Alcock	Cats Lane, Great Cornard, Sudbury. SUFFOLK CO10 2SF Tel 01787 373583
		https://chalkhill.CPOMS.net	
		Alternative Provision Academy – 30 places for boys aged 8-14	
	Duke of Lancaster	DSL Rob Speck Alternates: Georgina Agent, Sharon Daniels Bianca Greenhalgh	Highfield Road Fakenham, NORFOLK , NR21 9DQ Tel: 01328 800880
		https://dukeoflancaster.CPOMS.net	
		ASD Special School – 100 places 5-16	
	Priority (inc. Mount Road and Aspire, Thurston, Angel Hill)	DSL: Tabatha Kinnair Alternates: Sharron White, Lisa Andrews Rosie Howe, Anita Nichols, Graham Alcock, Chris Harrison, Beth Parkinson	Mount Road, Bury St Edmunds, SUFFOLK IP32 7BH Tel: 01284 7861934
		https://priorysuffolk.CPOMS.net	
		MLD Special School 5-19, 220 places including satellite provisions at Thurston and AHC	
	Stone Lodge	DSL: Carolyn Tynan Alternates: Claire Brickley, Katy Gordon Tom Garrard, Megan Osman, Scott Gaskins	Stone Lodge Lane West, Ipswich, SUFFOLK , IP32 7BH Tel: 01473 601175
		https://stonelodge.CPOMS.net	
		MLD Special School 5-16, 181 places	
	Sunrise	Lead DSL Emma O'Hara Alternates: Patrick Hamilton, Bianca Greenhalgh, Siobahn Palfrey, Summer King	Church Lane, Carlton Colville, Lowestoft SUFFOLK , NR33 8AX Tel: 01502 559330
		https://sunrise.CPOMS.net	
		SEMH Special School 8-16 52 Places	
	Mulberry	DSL: Hannah Gadie Alternate: Georgia Head, Scott Gaskins	Stowupland High School, Stowupland, SUFFOLK
		https://sendat.academy/mulberry/	



	MLD unit with mainstream 5-16 – 48 place, students on mainstream roll. Staff SENDAT		
	Peile	DSL: Claire Brickley Alternate: to be appointed	Chantry High School, Stone Lodge Lane West, Ipswich SUFFOLK
	MLD unit with mainstream 11-16 – 24 place, students on mainstream roll. Staff SENDAT		
LADO	Local Authority Designated Officer	lado@suffolk.gov.uk lado@norfolk.gov.uk	0300 123 2044 01603 223693
Channel	Channel Guidance	https://www.gov.uk/government/publications/channel-guidance	
		https://norfolklscp.org.uk/	
		https://www.suffolksp.org.uk/	
local Children's Services Social Care Team	Suffolk	Customer First – MASH – Multi Agency Safeguarding Hub	0345661499
	Norfolk	Children's Advice and Duty Service (CADS)	03448008020





1. Aims

SENDAT aims to ensure that:

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

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2023\)](#), and [Working Together to Safeguard Children \(2018-2022\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school

Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of students at the school

[The Children Act 1989](#) (and [2004](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), "as amended" which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children.



The Care Act 2014 (legislation.gov.uk) came into effect from 1 April 2015 to help to improve the independence and wellbeing of adults. It makes it clear that local authorities must provide or arrange services that help prevent people developing needs for care and support or delay people deteriorating such that they would need ongoing care and support. The Care Act 2014 also aims to bring about the personalisation of care services, putting the person at the centre of the process.

Human Rights Act 1998: being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to schools under the European Convention on Human Rights (ECHR) (paragraph 85)

Equality Act 2010: governing bodies and proprietors should carefully consider how they're supporting their students and staff regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race) under the Equality Act (paragraph 88)

Public Sector Equality Duty (PSED): you can take positive action to deal with particular disadvantages affecting students (where you can show it's proportionate). This includes making reasonable adjustments for disabled students. You could consider using it, for example, to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment (paragraph 89)

Under the PSED, you must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps your school to focus on key issues and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence, homophobic, biphobic, transphobic bullying or racial discrimination

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

1. The local authority (LA)
2. A clinical commissioning group for an area within the LA
3. The chief officer of police for a police area in the LA area

3. Definitions

Safeguarding and promoting the welfare of children/students means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.



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

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

Sharing of nudes and semi nudes (also known as Sexting and youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

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

'Alleged perpetrator(s)' and 'perpetrator(s)' are widely used and recognised terms, but you should think carefully about what terminology you use (especially in front of children), as in some cases, abusive behaviour can be harmful to the perpetrator too. SENDAT mainly refers to **"Instigator"** and it should be recognised that the Instigator also needs support.

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

1. The local authority (LA)
2. A clinical commissioning group for an area within the LA
3. The chief officer of police for a police area in the LA area

4. Equality statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 11)



5. Roles and responsibilities

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

5.1. All staff

All personnel should read Part One KCSIE [Keeping Children Safe in Education](#) and school leaders and those staff who work directly with children Annex B and those staff who do not work directly with children read either Part One or Annex A (a condensed version of Part one). All those who recruit Part Three.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff Code of Conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the Behaviour policy, and the safeguarding response to children who go missing from education;
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment;
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play;
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalization.
- How to raise low level concerns about colleagues – emailing the DSL to record on Staffsafe and take appropriate action. See 7.7

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

5.2. The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our Trust DSL is Georgina Lewis. The DSL takes lead responsibility for child protection and wider safeguarding.

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

When the DSL is absent, the Exec Head of School / Head of School will act as cover (see flowchart at appendix 6)

If the DSL and deputies are not available, see flowchart at appendix 6 for further information.

Each SENDAT School/AP has a unique poster with photos of all the settings DSLs which is displayed in all appropriate rooms and spaces to help make students, staff and visitors aware of who the DSLs are and how to contact them whilst on the School/AP site.



In case of emergency procedures are printed on the posters and this includes the Trust safeguarding email address which is monitored by Trust DSL at all times.

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (Local Area Designated Officer “LADO”, local authority children’s social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Understand the online filtering and monitoring systems in place. Work with the IDS (Information Data and Systems Managers) to keep this under review. See Appendix 9
- DSL’s Risk assess their work based on training and professional judgment. The CPOMS system of each school is monitored by the Trust Safeguarding Lead. At any point a DSL can discuss an issue with the Trust lead and/or CEO. DSL’s are encouraged to work collaboratively. All DSL’s in the Trust meet ½ termly for a safeguarding team meeting. The main focus of these sessions is to discuss changes in policy practice and/or new forms of abuse.
- DSL will refer cases for early help with the agreement of the family. The work of the CAF may be undertaken by a family Support Worker (FSW)

The DSL will also keep the CEO/Executive Exec Head of School informed of any issues and liaise with local authority case managers and designated officers (LADO) of concerns as appropriate.

The full responsibilities of the DSL and Deputies are set out in their job descriptions.

5.3. SENDAT Full Trust Board

The Full Trust Board will approve this policy at each review, ensure it complies with the law and hold the CEO to account for its implementation.

The Full Trust Board will appoint a senior board level link Trustee to monitor the effectiveness of this policy in conjunction with the Full Trust Board. This is always a different person from the DSL.

Safeguarding is listed on the SENDAT Risk Register and this is reviewed ½ termly by the board.

Safeguarding is an agenda item for the Provision, Standards and Achievement (PSA) committee when the detailed anonymised data is shared and discussed. The committee meets ½ termly.

Safeguarding is a standard agenda item on the full board agenda which meets ½ termly.

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

All SENDAT Trustees will read Keeping Children Safe in Education. (Latest edition)

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



5.4. The Exec Head of School / Head of School/Alternative Provision (AP)

The Head of School/AP is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers, regular visitors, contractors and agency staff are informed of our systems which support safeguarding, including this policy, as part of their induction;
- Communicating this policy to parents when their child joins the school and via the School/AP website;
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

5.5. The Assistant Head of School of a SENDAT Unit

SENDAT runs units linked with mainstream schools as part of the graduated response.

Students in the units are on the roll of the mainstream school and the mainstream school safeguarding policy and procedures apply.

Staff working at the units are employed by SENDAT. Staff need to be familiar and operate with both this SENDAT policy and the mainstream policy.

- Ensuring that staff (including temporary staff) and volunteers, regular visitors, contractors and agency staff are informed of our systems which support safeguarding, including this policy, as part of their induction;
- Communicating these policies to parents when their child joins the school and via the School/AP website;
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

Mulberry – JMAT safeguarding policy can be found here

<https://www.stowuplandhighschool.co.uk/policies/safeguarding/>

Peile – Chantry safeguarding policy can be found here

<https://www.chantryacademy.org/School-Info/Policies/>



5.6. CPOMS

All SENDAT Schools and provisions make use of the Child Protection Online Management System (CPOMS) <https://www.CPOMS.co.uk> . All staff have access to make referrals using the system for their school.

Trust staff working across more than one site have Single Sign On access (SSO) so that they can make a referral at any site.

DSL's have enhanced access to view referrals and make actions. This is protected by two factor authentication.

Trust DSL's and CEO have access to all CPOMS systems for support, monitoring and quality assurance.

CPOMS "Spotlight" is used by the CEO and central team to produce trust wide safeguarding reports.

CPOMS "Staffsafe" is used by DSL's to record low level concerns and LADO involvement see paragraph 7.7

6. Confidentiality

Where staff have access to confidential information about children or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the student.

All staff are likely to at some point witness actions, the details of which need to be kept confidential. All incidents must be reported and dealt with in accordance with the appropriate SENDAT procedure.

All staff colleagues must maintain absolute confidentiality with regard to safeguarding matters, both within SENDAT and externally. Safeguarding matters must not be shared with family or friends. This also means that matters concerning the children and/or staff must not be discussed on networking sites i.e., Facebook, Twitter etc. (see Acceptable Use Policy).

All staff do, however, have an obligation to share with their manager or SENDAT's Designated Safeguarding Lead (DSL) any information which gives rise to concern about the safety or welfare of a student.

There is a summary sheet for all visitors to read and agree to at the point of sign in on the inventory system.

Staff must NEVER promise a student that they will not act on information that they are told by the student.

6.1. Communication and information sharing

All visitors and volunteers to SENDAT academies will be directed to read the Safeguarding and Child Protection policy in the front office. The policy contains a set of safeguarding procedures. They will be told who the Designated Safeguarding Lead and Alternate staff members are and what the recording and reporting system is. There are 'Safeguarding



Children' posters, which include the names and photographs of the designated officers, displayed around the school.

When new children join a SENDAT academy, all parents and carers will be informed that we have a Safeguarding policy. This will be made available to all parents and carers. They will also be informed of our legal duty to assist our colleagues in other agencies with student protection enquiries and what happens should we have cause to make a referral to Children' Services. All referrals will be submitted within 24 hours.

The Local Authority will be notified when any SENDAT school is about to remove a student's name from the admission register under any of the fifteen grounds listed in the Education (Student Registration)(England) Regulations 2006 as amended (see Children missing education statutory guidance for local authorities September 2016)

<https://www.gov.uk/government/publications/children-missing-education>

7. Recognising abuse and taking action

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

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

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

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

In the unlikely event that the safeguarding leads are unavailable, contact:

For SENDAT Schools/APs based in Suffolk:

Customer First: 0808 800 4005 (24 hours)

Local Area Designated Officer (LADO): 0800 123 2044 or email: LADO@suffolk.gov.uk

The police: Tel: 101 or in extreme emergency: 999

Report the abuse of anyone over 18 <https://www.suffolk.gov.uk/care-and-support-for-adults/protecting-people-at-risk-of-abuse/report-abuse-of-an-adult/>

For SENDAT Schools/APs based in Norfolk:

Children's Advice and Duty Service (CADS): 0344 800 8021

Local Area Designated Officer (LADO): 01603 223693 or email: LADO@norfolk.gov.uk

The police: Tel: 101 or in extreme emergency: 999

You can also use the following link to report child abuse to either Suffolk or Norfolk County Council:

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

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



Report the abuse of anyone over 18 <https://www.norfolk.gov.uk/care-support-and-health/protecting-someone-from-harm/help-an-adult-at-risk-of-harm/report-a-concern>

7.2. If a child/student makes a disclosure to you

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

- Listen to and take them seriously. Allow them time to talk freely and do not ask leading questions;
- Stay calm and do not show that you are shocked or upset;
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner;
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret;
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it; If possible add the disclosure directly to CPOMS. If you make notes during a disclosure these must be scanned in and added to CPOMS.
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so.
- Children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL)

Staff must NEVER promise a student that they will not act on information that they are told by the student.

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

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

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

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

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **student under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

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

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and report on CPOMS.



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

Any member of staff who suspects a student is *at risk* of FGM or suspects that FGM has been carried out or discovers that a student **aged 18 or over** appears to have been a victim of FGM] must speak to the DSL and report on CPOMS.

If you have any concerns about a student, record it immediately on CPOMS

In the unlikely event of the DSL being unavailable contact Customer First for SENDAT Schools/APs based in Suffolk and the Children's Advice and Duty Service (CADS) for SENDAT Schools/APs based in Norfolk (see flowchart at Appendix 7) .

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

Report on CPOMS and flag to DSL.

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

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

Early help

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

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

Referral

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

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

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



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

In the unlikely event that the safeguarding leads are unavailable, contact:

For SENDAT Schools/APs based in Suffolk:

Customer First: 0808 800 4005 (24 hours)

Local Area Designated Officer (LADO): 0800 123 2044 or email: LADO@suffolk.gov.uk

For SENDAT Schools/APs based in Norfolk:

Children's Advice and Duty Service (CADS): 0344 800 8021

Local Area Designated Officer (LADO): 01603 223693 or email: LADO@norfolk.gov.uk

For all SENDAT Schools/APs: The police: Tel: 101 or in extreme emergency: 999

7.5. If you have concerns about extremism

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

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

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

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

In an emergency, call 999 or the confidential Anti-Terrorist Hotline on 0800 789 321 if you:

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

7.6. If you have mental health concerns about the student and/ or their parents

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

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



If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 8.4.

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

Further information can be found in the Department for Education guidance on [mental health and behaviour in schools](#).

Procedure if you have concerns about a child’s welfare, as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger SEE FLOWCHART AT APPENDIX 7

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

7.7. Concerns about personnel including staff member, supply teacher, volunteer, visitors, contractors etc.

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the Exec Head of School / Head of School/AP. If the concerns/allegations are about the Exec Head of School / Head of School/AP, speak to the CEO. If the concerns/allegations are about the CEO, speak to the Chair of Trustees.

The Exec Head of School/ Head of School/AP, CEO or Chair of Trustees will then follow the procedures set out in appendix 3, if appropriate.

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, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating students

The Trust uses “Staffsafe” to record Low Level concerns and any LADO involvement. Staff should email their school DSL’s with any concerns and the DSL will record on staffsafe

7.8. Allegations of abuse made against other students

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

We also recognise the gendered nature of child on child, previously called peer-on-peer abuse. However, all peer-on-peer (child on child) abuse is unacceptable and will be taken seriously.

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

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol



- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

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

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially.

7.9. Sharing of nudes and semi nudes (Sexting)

All staff responsibilities when responding to an incident

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

You must **not**:

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

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

The DSL will refer to Social Services discussing:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response



- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents should be involved)

Informing parents

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101

Recording incidents

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

Curriculum coverage

Students are taught about the issues surrounding sexting as part of our Relationships education and relationships and sex education, (RSE H/ PSHE) education and computing programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation
- Students also learn the strategies and skills needed to manage:
 - Specific requests or pressure to provide (or forward) such images
 - The receipt of such images

This policy on sexting is also shared with students so they are aware of the processes the school will follow in the event of an incident.

7.10. Domestic Abuse, previously Domestic Violence and Abuse (DVA)

- Children who witness domestic abuse are also victims
- Witnessing domestic abuse can have a lasting impact on children
- Children can be victims in their own relationships too

On notification/disclosure/suspicion of DVA within a family, the School/AP must immediately consult existing records and consider what else is known of the family and any previous domestic incidents.



Each case should be judged on its own merits, and while consent is always desirable, there are times when best practice is to share information/make referrals, even when this is initially without the knowledge of the parties involved or contrary to their wishes. Where a child is suffering, or likely to suffer significant harm, consent is not required to make a referral to Children's Social Care. The decision to share or not to share information of DVA incidents or concerns must be recorded, with its rationale.

Where the threshold has met Child in Need, a referral should be made to Children's Social Care using the Multi-Agency Referral Form (MARF).

Where the referral is deemed by Children's Social Care to meet the threshold for early help intervention, appropriate action will be taken to assign this to the most appropriate agency to lead a coordinated, multi-agency response to meet the needs of the whole family.

Where the child/children are deemed to be suffering, or are at risk of suffering, significant harm, statutory safeguarding processes will be followed, led by Children's Social Care. Relevant agencies will be involved in the initial assessment and strategy meeting, which will determine the most appropriate course of action.

If a staff colleague is unclear about the action they should take, they should speak to their Exec Head of School, Head of School/AP, Senior Leadership Team or designated safeguarding lead or seek advice from the Multi-Agency Safeguarding Hub (MASH), or via the local contact details for making a referral/if you have a concerns about the safety or welfare of a child. There should be no delay in taking action. **Where there is immediate risk of harm to a child, call 999.**

The decision about where a child's needs fit within the thresholds document will depend on a number of factors, including:

- the age and vulnerability of the child
- the number of previous incidents
- whether there have been any previous serious incidents/escalation in frequency and/or severity of incidents
- concerns about parental/adult mental health or substance misuse
- whether the child themselves is involved in a violent relationship (for example an adolescent relationship)

Consultation with Children's Social Care can be undertaken to establish if there is any previous knowledge of the family.

Significant harm can occur where there is a single event, such as a violent assault. However, more often, significant harm is identified when there have been a number of events which have compromised the child's physical and psychological wellbeing.

Any decision (and its rationale) not to refer or consult with Children's Social Care must be recorded.



8. Notifying parents / those with parental responsibility

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

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

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

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

SENDAT staff are likely to be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems SENDAT use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

9. Students with special educational needs and disabilities

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

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

We offer extra pastoral support for all our students. This includes:

SENDAT will endeavour to provide activities and opportunities within its curriculum including PHSE, eSafety/online safety, etc. and at tutor times that will help equip our children and young adults with the skills they need to stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

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

We use a range of resources to help teach about safeguarding:

- DfE advice for schools: teaching online safety in schools
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- UK Council for Internet Safety (UKCIS)37 guidance: Education for a connected



World <https://www.gov.uk/government/publications/education-for-a-connected-world>

- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
<https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>
- National Crime Agency's CEOP education programme: Thinkuknow
<https://www.thinkuknow.co.uk/>
- Public Health England: Every Mind Matters
<https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>
- Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.
<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>

10. Students with a social worker

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

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

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

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

11. Looked-after and previously looked-after children

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

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



The Exec Head of School / Head of School/AP is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The Exec Head of School / Head of School/AP is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the Exec Head of School Head of School/AP will:

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

The CEO of SENDAT will:

Act as the Designated Teacher for SENDAT in the completion of the PEP's. The CEO delegates the working of this to the TIS Lead for the Trust and the Admissions and Review Team. The TIS lead will work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. They also work with the virtual school head to promote the educational achievement of previously looked after children.

12. Residential Provision

Two SENDAT schools have residential boarding provision.

Priory: 23 beds Monday to Thursday. Generally students stay 1 to 2 nights a week. Occasionally students may board all week, this is usually to support social care.

Please see:

- [Residential Statement of Purpose](#)
- [Frequently Asked Questions – FAQ](#)

Chalk Hill: 12 beds Monday to Thursday. Students may stay between 1-4 nights. This is to support student attendance by cutting transport time and to support families.

Please see:

- [Residential Principles and Practice](#)

13. Mobile phones, cameras, ipads and other technology that can record images

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when students are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with students.

Staff will not take pictures or recordings of students on their personal phones or cameras.

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



Further information is contained in the SENDAT Code of Conduct for Staff and Volunteers and the SENDAT Acceptable Use Policy (AUP).

14. Complaints and concerns about school safeguarding policies

14.1. Complaints against staff

Complaints against staff will always be considered in the light of any possible safeguarding concerns and LADO advice will normally be sought. A child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

14.2. Other complaints

Other complaints are handled in accordance with the SENDAT Complaints policy, Disciplinary and Grievance procedures and Whistle-Blowing policy.

15. Record-keeping

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

SENDAT uses the CPOMS System

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, will be recorded on CPOMS, on rare occasions if this is not possible they must be recorded in writing, scanned in and uploaded to CPOMS. Once uploaded the originals will be confidentially shredded. If you are in any doubt about whether to record something, discuss it with the DSL.

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

Child protection files should be passed on to any new education provider a student attends (Information and Records Management Society (IRMS), 2019; Department of Education, 2016; Department for Education (DfE), 2023).

In England, Scotland and Wales, the file should be kept until the child is 25 (this is 7 years after they reach the school leaving age) (Information and Records Management Society (IRMS), 2019).

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

Further information is contained in the SENDAT Data Protection policy (including GDPR), and [NSPCC records and retention guidance](#).

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks



- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

16. Training

16.1. All staff

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

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

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

Staff receive training on Internet filtering

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

Volunteers will receive appropriate training, if applicable.

16.2. The DSL and deputies

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

All DSL's will complete "working together" training

They will also undertake Prevent awareness training.

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

16.3. SENDAT Trustees

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

As the Chair of Trustees may be required to act as the 'case manager' in the event that an allegation of abuse is made against the CEO/Executive Exec Head of School he/she receives training in managing allegations for this purpose.

16.4. Recruitment – interview panels

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



16.5. Staff who have contact with students and families

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

17. Monitoring arrangements

This policy will be reviewed **annually** by the SENDAT Trust Leadership Group (TLG). At every review, it will be approved by the Full Trust Board.

18. Use of premises for non-school/college activities

Where we hire or rent out our facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we ensure that appropriate arrangements are in place to keep children safe.

We will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed). Safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

KCSIE guidance is used [Keeping children safe in out-of-school settings](#)

19. School Visits and trips.

This policy applies during all school trips and visits including those running out of school hours. As part of the trips and visits policy all type one (local trips) are approved by the head of school. Type 2 (Adventurous or residential trips) are approved by the CEO. The planning and risk assessments for these trips includes appropriate planning for safeguarding. Residential trips will usually have a DSL as part of the trip.

The use of volunteers and trips and visits is also governed by this safeguarding policy.

19.1. Ratios for activities

Appropriate ratios for activities depend on a risk assessment basis taking account of the needs of the students (including SEN, behaviour, medical etc) and the activity. For activities taking place off the school site two adults will be the minimum. (an exception to this is travel training run by the county Travel Training team).

As set out in the trips and visits policy the process for identifying the correct ratios. The EVC (Educational Visits Co-ordinator) can offer advice on ratios. The Head of School and /or the CEO will need to approve ratios as part of the trip planning in accordance with the trips and Visits Policy.

20. Appropriate touch

SENDAT Schools and provisions are Trauma Informed and use Trauma Informed approaches to work with students.



Safe touch: Touches that keep children safe and are good for them, make them feel safe, important and wanted. Safe touch can include hugging, pats on the back, holding hands, high fives, arm around the shoulder. Safe touch can also include touches that might hurt, for example a nurse giving an injection.

Students are taught “If you dont want a touch, even if it is a safe touch, it is ok to say no.”

Unsafe touch includes anything that Violates the privacy, safety and dignity of the receiver of the touch. Pushing, kicking, hitting, pinching etc.

Safe touch used to calm, soothe and regulate a child's emotions is a needed developmental experience. The brain does not develop self-soothing neuronal pathways unless and until this safe emotional regulation has been experienced. Where children have had insufficient experience of safe touch and calming regulation this may be a priority to help the brain to develop access to thinking, judging and evaluating mechanisms. Safe touch is one of the keyways of regulating children's emotions, but it is a strategy that staff will use only under supervision and in line with a whole school Policy on Touch and positive intervention. Other means of calming, soothing and containing children's strong emotions include:

- Slowing one's pace
- Lowering the voice
- Breathing more deeply
- Initially matching the pitch and volume of the child's emotional display (shout, cry etc) and then regulating it down
- Talking slowly, firmly and quietly in an unhurried unflustered way
- Providing clear predictable consistently held boundaries

21. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff Code of Conduct
- Acceptable Use policy (AUP)
- Data Protection (including GDPR)
- Disciplinary policy and procedure
- Grievance policy and procedure
- Whistle-Blowing policy
- Recruitment and Selection
- Complaints
- Health and safety
- Attendance
- Online safety
- Equality, Diversity and Inclusion
- Sex and relationship education
- First aid
- Curriculum
- Anti-Bullying



- Absconding Students / Students Missing from Care / Students Missing from Education
- SENDAT Privacy notices
- Educational trips and visits policy.

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



Appendix 1: types of abuse

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

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

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

Emotional abuse may involve:

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

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

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

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

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

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



Domestic Abuse

Definition of DVA (note this is not a legal definition): 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
- Children who witness domestic abuse are also victims
- Witnessing domestic abuse can have a lasting impact on children
- Children can be victims in their own relationships too

Controlling behaviour: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape, and regulating their everyday behaviour.

Coercive behaviour: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

A child may be the victim of DVA through exposure to DVA or through their own involvement in an abusive relationship. For example, a young person may be involved in a relationship with a violent girlfriend/boyfriend who may be an adult or a young person (aged 16 or over).

Risks

Risks to the child

Where there is DVA, the implications for the children and young people in the household must be considered because research indicates a strong link between DVA and all types of child abuse and neglect.

If not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent, which can lead to anxiety and distress, often resulting in:

- behavioural issues, low self-esteem, depression, absenteeism, ill health, bullying, antisocial or criminal behaviour, drug and alcohol misuse, self-harm.

It should be noted that the Adoption and Children Act 2002 broadens the definition of significant harm to include the emotional harm suffered by those children who witness DVA or are aware of DVA within their home environment.



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

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

Please see:

- [SENDAT Recruitment and Selection policy](#)
- Suffolk Safeguarding Partnership <https://www.suffolksp.org.uk/>
- Norfolk Safeguarding Children Partnership <https://norfolkscp.org.uk/>

New staff

When appointing new staff, we will:

- Require all new applications to work to complete an online application form, we will check for gaps in employment
- Verify their identity

Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months

- We will conduct a search of social media for any incidents or behaviours that should be discussed with the candidate at interview.
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.



We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Agency and third-party staff

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

Contractors

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

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

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

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

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

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

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

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



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

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

SENDAT Trustees and Local Academy Board (LAB) Members

All SENDAT trustees will have an enhanced DBS check without barred list information. They will .

The Chair of the Full Trust Board will have their DBS check countersigned by the secretary of state.

All Trustees and LAB Members will also have the following checks:

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

Staff working in alternative provision settings

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

Adults who supervise students on work experience

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

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



activity being supervised, and whether the work is regulated activity. Points 329 to 334 in KCSIE will be used and [Guidance on work experience](#)

Students staying with host families

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

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



Appendix 3: allegations of abuse made against staff

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

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

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching or any individual not working/volunteering in the children's workforce and historical allegations of abuse will be referred to the police.

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

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

Suspension of the accused until the case is resolved

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

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

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the Trust.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made



Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Exec Head of School / Head of School/AP (or CEO where the Exec Head of School / Head of School/AP is the subject of the allegation, or Chair of Trustees where the CEO is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Further support is available from TU representatives, SimplyHealth confidential helpline and/or Occupational Health.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while



investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution and with permission of the police and or LADO , including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child. The DBS referral criteria is here [Making barring referrals to the DBS](#)

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome
- The CEO will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

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

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated



If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

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

Individuals returning to work after suspension

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

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

Unsubstantiated or malicious allegations

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

Confidentiality

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

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

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

Record-keeping

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

- A clear and comprehensive summary of the allegation



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

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

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

References

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

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the Trust's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

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



Appendix 4: specific safeguarding issues

4.1 Alcohol and Substance misuse

Parents' dependent on alcohol and drug use can negatively impact on children's physical and emotional wellbeing, their development, and their safety. The impacts on children include:

- physical maltreatment and neglect
- poor physical and mental health
- development of health harming behaviours in later life, for example using alcohol and drugs and at an early age, which predicts more entrenched future use
- poor school attendance due to inappropriate caring responsibilities
- low educational attainment
- involvement in anti-social or criminal behaviour

Further details see [“Safeguarding and promoting the welfare of children affected by parental alcohol and drug use”](#)

4.2 Breast Ironing

Breast flattening (often called breast ironing) is the pounding and massaging of a young girl's breasts, to prevent and stunt breast growth. It is usually carried out by pressing, massaging or pounding the breasts using hard or heated objects. <https://safeguardinghub.co.uk/breast-ironing-a-guide/>

4.3 Carrying offensive weapons

It is illegal to:

- Be in possession of a knife / bladed article on school premises
- Be in possession of an offensive weapon without lawful authority or excuse in any public place
- Threaten with a blade or sharply pointed article on school premises

4.4 Children missing from education

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

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

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



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

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

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

4.5 Child Criminal Exploitation and Child Sexual Exploitation

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

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

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

Indicators of CCE can include a child:

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

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

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



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

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

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

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. Further guidance page 142 KCSIE

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

4.7 Concealed pregnancy

A concealed pregnancy is when a woman knows she is pregnant but does not tell any health professional; or when she tells another professional but conceals the fact that she is not accessing antenatal care; or when a pregnant woman tells another person or persons and they conceal the fact from all health agencies.

A denied pregnancy is when a woman is unaware of or unable to accept the existence of her pregnancy. Physical changes to the body may not be present or misconstrued; they may be intellectually aware of the pregnancy but continue to think, feel and behave as though they were not pregnant. In some cases, a woman may be in denial of her pregnancy because of mental illness, substance misuse or as a result of a history of loss of a child or children.

4.8 Contextual safeguarding

Contextual Safeguarding is an approach to understanding, and responding to children's experiences of significant harm beyond their family and home.

This approach recognises the different relationships children have in their schools, peer groups, online and in their community. Parents and carers may have little influence over these contexts and children's exposure to extra-familial abuse can impact negatively a parent-child relationship.

It is important that professionals understand the risks to children through exploitation and wider extra-familial harm within their local communities.



4.9 Domestic Abuse

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

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. .

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

Reporting of incidents of domestic abuse at SENDAT schools in Norfolk

At SENDAT Duke of Lancaster we are working in partnership with Norfolk Constabulary and Norfolk Children's Services to identify and provide appropriate support to students who have experienced domestic violence in their household; this scheme is called Operation Encompass.

In order to achieve this, Norfolk Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our students has been present with the Designated Safeguarding Lead(s). On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt.

All information sharing and resulting actions will be undertaken in accordance with the 'Norfolk Joint Agency Protocol for Domestic Abuse – Notifications to Schools'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

4.9 Discriminatory

Discrimination is when someone treats you unfairly because of your age, sexuality, marital status, being pregnant or having a child, having a disability, ethnicity or race, religion or gender. It can include bullying, but it's also discrimination when someone doesn't let you join in an activity because of your race or religion.

Discrimination can take many forms and happen in a range of environments including school, work and within communities.

Racism is when someone's treated differently or unfairly just because of their race or culture. People can also experience prejudice, when a decision is made or opinion formed without knowledge, thought or reason, because of their religion or nationality.

A hate crime or incident is any behaviour that someone thinks was caused by hatred of:

- Race



- Sexual Orientation or gender identity
- Gender identity
- Disability
- Religion or faith

Hate crime can be name calling, violence, graffiti, or damage to property

4.10 Elective Home Education

Many home education children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will work together with the LA and other key professionals to coordinate a meeting with parents/carers where possible.

Ideally this would be before a final decision has been made to, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

4.11 Financial or material abuse

Financial abuse is rarely talked about in the media, but is regularly linked to cases of identity theft. Extreme cases of financial abuse involve the fraudulent seizure of someone's material assets via power of attorney or eviction.

While the elderly are often the main targets of financial abuse, young people can be just as susceptible to it. Since this kind of abuse doesn't always receive widespread coverage, safeguarding training can provide a comprehensive overview of how to handle individual cases

4.12 FGM

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

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

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place



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

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

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



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

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

4.13 Forced marriage

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

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

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

The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 32-36 of which focus on the role of schools and colleges) and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage](#)
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the student to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

4.14 Gangs

There are a number of areas in which young people are put at risk by gang activity, both through participation in and as victims of gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

4.15 Gambling

Gambling is taking part in a game or activity where you risk losing something, usually money, to try and win a prize. It's all down to chance and usually the odds are against you. People initially gamble for fun as it's exciting to make money although this rarely happens!

Some adults are addicted to gambling and children and young people living with parents or carers that are affected, are likely to suffer as well. Young people are also directly at risk of developing problems



with gambling. Research tells us that 2% of young people aged 12-15 develop gambling problems. That could be you or one of your friends.

Most gambling for under 18s is illegal, except for the National Lottery and slot machines with low stakes, which have a minimum age of 16

4.16 Hate and "mate" crime

Hate incidents are “any incident which the victim, or anyone else, thinks is based on someone’s prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.” It is important to know this as not all hate incidents will amount to criminal offences, but they should still be recorded on CPOMS and the DSL will report.

4.17 Hazing and initiation rites

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

4.18 Police and Criminal Evidence Act (PACE)

Those under age 18 detained by the police for questioning must have an Appropriate Adult for questioning and their safety. A DSL may be asked to be this appropriate adult. Further information [PACE Code](#)

4.19 Homelessness

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

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

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

4.20 So-called ‘honour-based’ abuse (including FGM and forced marriage)

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

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

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



4.21 Child on Child Abuse, including sexual violence

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside school/college and online. It is important that all staff recognise the indicators and signs of child on child on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and



- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risk normalising them.

4.22 Preventing radicalisation

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

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

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. Through our curriculum, we will promote the spiritual, moral, social and cultural development of students.

The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

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

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

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

Staff will be alert to changes in students' behaviour.

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

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



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

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

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

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

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

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

Visitors are expected to sign the visitors' book and wear a visitor's badge.

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

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

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

4.23 Missing students

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will take action in accordance with our Student Absconding, Absconding – Missing from Care and Children Missing from Education policies.

4.24 Modern slavery and trafficking

At SENDAT schools and provisions we understand that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims – GOV.UK (www.gov.uk)



4.25 Online safety - cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber-dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of service (Dos or DDos) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, not other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at [Cyber Choices](#), ['NSPCC – When to call the Police'](#) and [National Cyber Security Centre – NCSC.GOV.UK](#)

Staff training includes updates on [Filtering](#) and [cyber security standards](#)

Also See Appendix 8 for detailed information on the SENDAT systems for filtering.

4.26 Organisational or institutional

Organisational abuse stems primarily from an abuse of power. Often associated with care homes, institutions and student referral units, this kind of abuse comes directly from those who should be providing a safe and nurturing environment. Some of the most vulnerable young people are affected by organisational abuse and feel let down by the system.

Safeguarding training is particularly important in combatting abuse. Health Staff can benefit from a course that shows them when they might be restricting the stimulation or activity of those in their charge. It can also help them spot when a colleague or manager is exhibiting abusive tendencies.

4.27 Private fostering

A private foster carer is someone other than a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.



A private fostering arrangement is not a when a child is Looked After by the Local Authority or placed in any residential home, hospital or school.

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare. <https://www.schools.norfolk.gov.uk/-/media/schools/files/student-safety-and-behaviour/safeguarding/private-fostering/private-fostering-guidance-for-schools.doc>

4.28 Faith based abuse

Belief in witchcraft, spirit possession and other forms of the supernatural can lead to children being blamed for bad luck, and subsequently abused. Fear of the supernatural is also known to be used to make children comply with being trafficked for domestic slavery or sexual exploitation. Please refer to the [National Action plan to tackle child abuse linked to faith or belief](#)

4.29 Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex can be a victim.

4.29 Self Neglect and Hoarding

The Care Act Guidance states that self-neglect covers a wide range of behaviour; neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. Self-neglect involves physical, mental, social, personal and environmental factors negatively affecting a person's well-being.

Hoarding is considered a mental disorder and distinct from the act of collecting as, it's not a lifestyle choice. Further guidance at the [Suffolk Safeguarding Partnership self neglect and decluttering](#)



Appendix 5 – Body map

All safeguarding referrals should normally be entered straight on to CPOMS. Where that is not possible this form can be used and then must be scanned onto CPOMS.

SAFEGUARDING FORM

Record of safeguarding concerns in school

Name of student:	Date of birth:	Class:	Person completing form and position in school:

Nature of concern: e.g. disclosure, injury, change in behaviour, demeanour, appearance, etc.

Action taken: e.g. who information was given to, referral made, parent informed, etc.

Signed: Date:

Name: Job role:

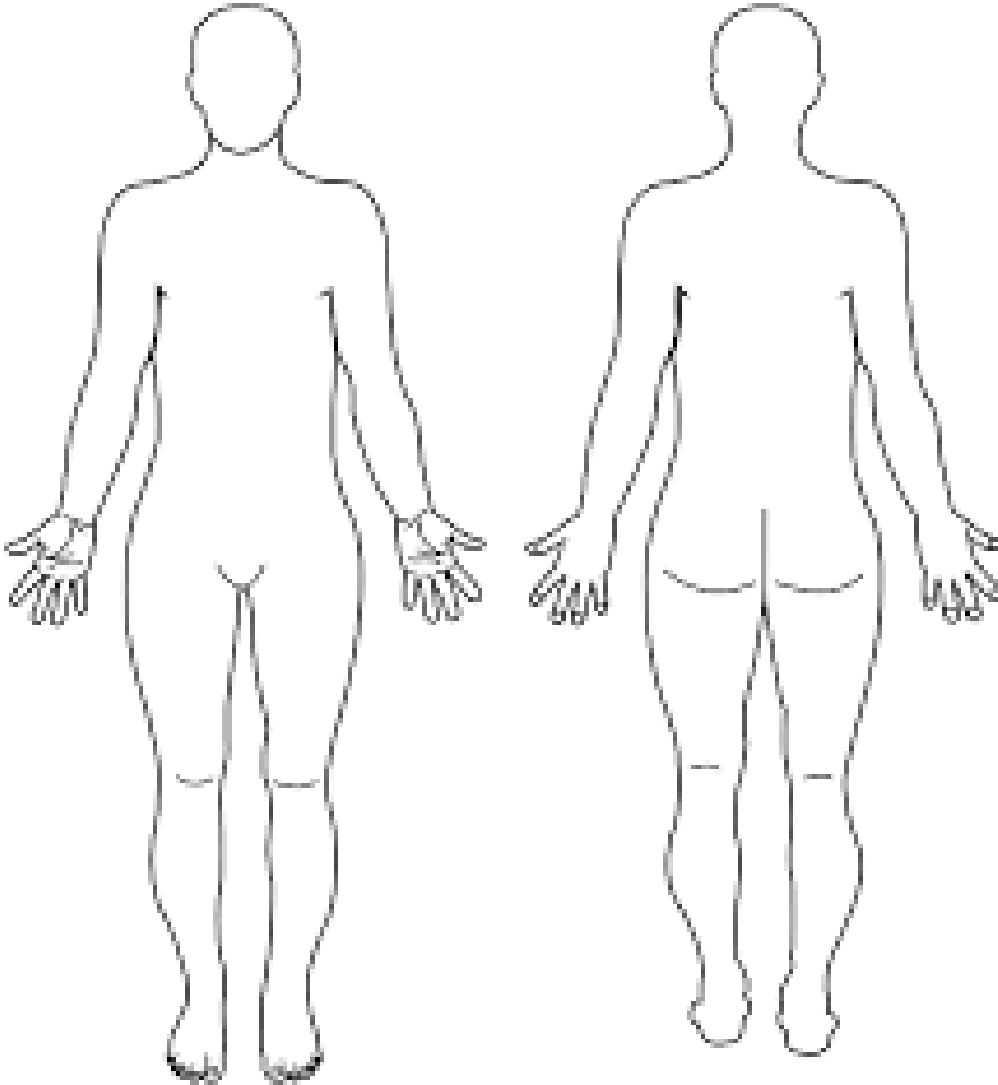


Give this completed form to the Safeguarding Lead (DSL or ASL)

In the unlikely event the safeguarding leads are unavailable, contact Customer First: 0808 800 4005 (24 hours)

Body Map for referral form if CPOMS is not available

Please use an X to note marks and or injuries





Appendix 6 Safeguarding posters

Each school has its own safeguarding poster with the photos of the correct staff. They are not given here as they are updated regularly but are included on the safeguarding pages of each school.

Angel Hill College <https://sendat.academy/angelhill/safeguarding/>

Chalk Hill - <https://sendat.academy/chalkhill/safeguarding/>

Duke of Lancaster - <https://sendat.academy/dukeoflancaster/safeguarding/>

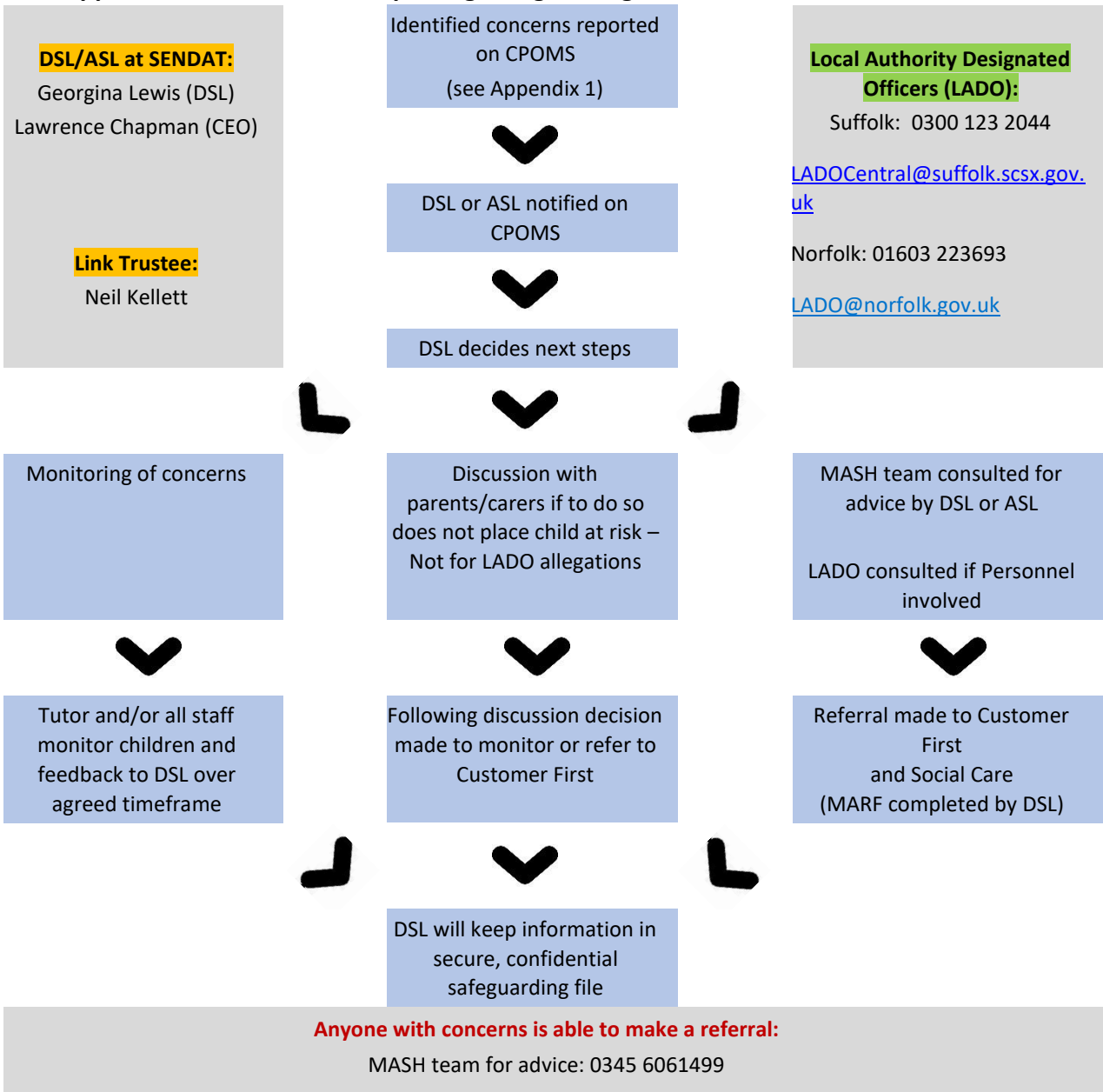
Priory - <https://sendat.academy/priory/safeguarding/>

Stone Lodge - <https://sendat.academy/stonelodge/safeguarding/>

Sunrise – <https://sendat.academy/sunrise/safeguarding/>



Appendix 7: Flowchart for reporting Safeguarding concerns in SENDAT



Immediate safeguarding concerns contact Customer First on 0808 800 4005

Suffolk Safeguarding Children Board
<http://suffolkscb.org.uk>
Children’s Advice and Duty Service (CADS)
<https://communityTrustee.norfolk.gov.uk>

Prevent Duty concerns: contact Customer First on 0808 800 4005

In an emergency contact the Police on 999



Appendix 8 Overview of Internet filtering

All SENDAT Academies/Schools use Schools Broadband as Internet Service Provider and filtering provider. Netsweeper is the Filtering system.

As standard student accounts for the computers have a higher level of filtering than staff. For example students cannot access Youtube but staff can.

It is possible to restrict anyone access to the computers and/or the internet if needed.

To request a website is blocked first log this on the IT helpdesk as the support team will be able to login and block the site. If it is “out of hours” for the IT support team and this is a matter of urgency email support@talk-straight.com

Please also see:

- [Acceptable Use Policy \(AUP\) for staff and volunteers](#)
- [Acceptable Use Policy for community](#)
- [Filtering Standards .gov](#)
- [Cyber Security Standards .gov](#)

Internet Filtering responsibilities:

- Trustee with oversight Sue Snowdon
- Senior Leader: Lawrence Chapman CEO
- Implementation of contracts – Information, Data and Systems Managers (IDS)
-

Information from Schools Broadband

Filtering Designed For Schools The Schools Broadband online filtering and Safeguarding Incident Management Service, supports schools in both their DfE and KCSIE filtering and monitoring compliance, as well as providing an enhanced aid to Safeguarding Leads in their management of children and young people’s online activity.

Filtering billions of categorised URLs, our filter provides education-specific safe searches across all popular web search engines including Google, Bing and YouTube, in over 40 languages; this is one of the most advanced education specific filters available.

The Schools Broadband Advantage Filtering both image and text-based content we protect over 700,000 children and young people in UK schools, giving schools the ability to tailor filtering policies to suit their own school environments. This can be as simple or sophisticated as you need it to be. A combination of shared URL and IP address lists from our customers’ most used sites and services, together with machine learning, means our filtered categories are automatically updated, filtering new safeguarding threats as soon as they emerge.

Our filtering service supports full compliance with the following requirements: Prevent Duty Keeping Children Safe in Education Internet Watch Foundation (IWF) Block List and Image Hash List Home Office Terrorism Block List UK Safer Internet Centre