



Safeguarding and child protection policy

September 2021

Office use

Published: September 2021	Next review: September 2022	Statutory/non: Statutory	Lead: Patrick Knight, Strategic Development Leader, Safeguarding
Associated Trust documents:			
<ul style="list-style-type: none"> Online Safety 		<ul style="list-style-type: none"> Mental health and wellbeing principles 	
Links to national and local guidance:			
<ul style="list-style-type: none"> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999348/Keeping_children_safe_in_education_2021.pdf www.gov.uk/government/publications/working-together-to-safeguard-children--2 www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice 			

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/modern-slavery-and-human-trafficking
- <https://nscp.nottinghamshire.gov.uk/media/41zevnb3/green-card-indicators-of-possible-child-abuse.pdf?allid=425588>
- www.nottinghamshire.gov.uk/media/129861/pathwaytoprovisionhandbook.pdf

Contents

Aim of policy and opening statement.....	3
1 Section 1: Safeguarding essentials for staff.....	4
2 Section 2: Key contacts.....	9
3 Section 3: Wider roles and responsibilities	9
Appendix A General guidance:.....	15
Appendix B Safeguarding definitions and links.....	17
Appendix C Responding to peer-on-peer sexual abuse	29
Appendix D Looked After Children	32
Appendix E Working with parents/individuals with parental responsibility.....	33
Appendix F Health and safety linked to safeguarding including visitors on site	34
Appendix G Ofsted inspection.....	36
Appendix H Trust related policies.....	37

Aim of policy and opening statement

To achieve and maintain outstanding safeguarding practice the trust is committed to pupil wellbeing through:

Communicating the Trust vision:

To inspire. To raise aspiration. To create brighter tomorrows.

Articulating our values:

We empower. We respect. We care.

The aim of the policy is to ensure that all procedures are understood and can be acted on appropriately such that children are safeguarded, and their well-being is promoted.

The policy applies to all adults who work with or on behalf of children within the trust. All adults within the Trust have a duty to uphold the standards set out in this policy.

The term 'children' applies to everyone under the age of 18.

The terms 'pupils or students' apply to children or young people attending any one of our settings (2-19 years of age).

The policy is separated into different sections.

Section 1 is essential reading and guidance for all adults who work within the trust including dealing with a disclosure, whistleblowing, and training.

The further sections can be accessed as required:

Section 2: Key contacts

Section 3: Wider roles and responsibilities; including the Principal, Designated Safeguarding Lead and governors.

Appendix A: Key terms, definitions, wider reading, websites.

This policy applies to all Diverse Academies Trust employees – collectively known as Diverse Academies (the 'trust' or 'organisation') – and associated governors, trustees, and volunteers.

1 Section 1: Safeguarding essentials for staff

Whilst not exclusive or exhaustive, this indicates some of issues which you need to be aware of. Should any of these give you cause for concern in relation to a student, speak to your Designated Safeguarding Lead (DSL) immediately and report using the My Concern system which is in use in all academies:

- Physical abuse
- Neglect (cleanliness, medical needs not being met etc)
- Emotional abuse
- Sexual abuse
- Undermining of mental well-being
- Sexual assault or inappropriate sexual activity
- Pregnancy
- Drug or substance abuse
- Criminal activity
- Child Criminal Exploitation
- Child Sexual Exploitation
- County Lines activity
- Forced marriage
- Female genital mutilation (FGM)
- Breast ironing
- Sending, receiving, or accessing 'nude or semi-nude' material – formerly called 'sexting'
- On-line safety/risky behaviours
- Peer-on-peer sexual harassment or abuse
- Radicalisation
- Travelling to conflict zones
- Trafficking
- Persistent absence/missing in education
- Private fostering
- Anything else which you observe or hear which gives you cause to be concerned for, or which makes you feel uncomfortable about, a student's well-being or safety.

If any of these terms or unfamiliar to you, or if you want to find out more information about them, refer to Appendix B – definitions, terms, wider reading and links.

All staff must make themselves aware of the signs of the FOUR key areas of abuse:

[Physical](#)

[Sexual](#)

[Emotional](#)

[Neglect](#)

Definitions and other key safeguarding threats can also be found via the government document: [Keeping Children Safe in Education \(KCSIE\)](#). This will be referred to extensively in your initial and on-going safeguarding training.

Beyond observational safeguarding, which may lead to you reporting a concern, you may be in a position where a disclosure is made directly to you. Usually this will come directly from the person involved, but it may come to you from a witness, a parent or friend of the person involved. It is important that you follow protocols for taking a disclosure:

1.1 Protocols when a disclosure is made

What to do in Diverse Academies

1. Speak to the child in a quiet place straight away, even if this involves you requesting emergency cover – state clearly you are requesting it for safeguarding purposes.
2. Request support from your DSL yourself, or if this is not practical ask someone to alert the DSL immediately.
3. Record the evidence given by the child in writing/hard copy initially.
4. Believe the child and take it seriously (even if you suspect it may not be true).
5. Do not ask leading questions (did she hit you? were you afraid?).
6. Never promise confidentiality – make it clear that you have a duty to report the concern to the appropriate person who is best placed to deal with it.
7. Do not add your own assumptions or interpretations.
8. Stay with the child until support arrives.

9. If the disclosure relates to inappropriate imagery (on-line, on a phone, sexting) do not view, download, or share the imagery yourself. Do not ask the student to delete it. Report it to the DSL who will make appropriate arrangements for this to be dealt with.
10. Record the disclosure on My Concern.
11. Do not discuss the disclosure with anyone beyond the DSL or professionals listed below.
12. Do not contact anyone else other than the DSL (or professionals listed below if making the report yourself) about the disclosure – this includes parent/carers. The DSL/professionals will make these arrangements as appropriate.
13. Speak to the DSL (if the DSL did not arrive at point 2).

Reporting a disclosure

1. **Your first response should be to report the disclosure to your DSL.** They will then determine whether the matter should be referred to MASH (Multi Agency Safeguarding Hub), LADO (Local Authority Designated Officer) or the police. This will depend on the nature of the disclosure, as indicated below.
2. If for any reason you cannot speak to the DSL or a designated member of the leadership team, you can make the referral yourself:

<p>Concern about the child’s circumstances, activity or well-being as listed in areas of concern (except FGM)</p>	<p>Contact MASH: Notts: email mash.safeguarding@nottscqcsx.gov.uk or phone 0300 500 80 90 Lincs: phone 01522 782111 – out of hours 01522 782333 You will be advised whether you need to contact the police directly</p>
<p>Concern that the abuse has been carried out by a professional (teacher, academy/trust staff, social worker, agency staff, volunteers working in a professional capacity)</p>	<p>Default is to adhere to the whistleblowing protocol. Contact LADO: Phone 0115 8041272 and ask for Eva Callaghan (LADO) or one of her team. You will be advised whether you need to contact the police directly</p>

Concern specifically about FGM (Female Genital Mutilation)	This is illegal and you MUST be reported to the police immediately. If your DSL is not available, you MUST make the call yourself.
---	--

1.2 Whistleblowing

NB: the whistleblowing set out in this policy relates specifically to safeguarding whistleblowing.

Whistleblowing in relation to safeguarding must be done via the staff / job role in the table below.

Whistleblowing in relation to any other aspect should be referred to your line manager (see Trust Whistleblowing Policy).

Who is of concern	Report to and acted upon by...
Any member of staff employed by, or working in a voluntary capacity (including governors) with, the trust	DSL and Principal
DSL	Principal
Principal	Executive Principal
Executive Principal/Executive Leader	Chief Education Officers/Chief Operating Officer
Chief Education Officers/Chief Operating Officer	Chief Executive Officer
Chief Executive Officer	Designated MAT Trustee for Safeguarding (Margaret Blore: mblore@dalpgov-ac.org.uk)

Safeguarding concerns against a member of Diverse Academies staff may be raised verbally or in writing, but it is preferable for an allegation to be set out in writing to the correct person in the reporting hierarchy above. A disclosure may also be made by phone, again to the correct person named above. It is important, however, that when the concern is raised, you make it clear that the issue is being raised under the safeguarding policy and why you feel this is in the public interest.

Should an allegation relate to any trust employees not otherwise referenced (e.g. business or headquarters staff), the initial disclosure must go to your respective academy DSL.

If you wish to raise the safeguarding concern confidentially, this must be made clear to the designated person who is initially contacted.

If you have raised the issue verbally then you may be asked to put your safeguarding concerns into writing at a later stage.

The safeguarding whistleblowing process follows the principles as set out in KCSIE part 4.

All academy settings must ensure that the value and the importance of maintaining confidentiality in the reporting of a safeguarding concern involving staff is communicated at least once per academic year and as part of any new staff induction.

1.3 Training

All staff, governors and volunteers must complete safeguarding and child protection training as part of their induction. Where applicable to role, training will be given on the use of My Concern and personal log-in details will be made available.

All staff, governors and volunteers must undertake mandatory training at least once every two years as organised by the DSL. This includes completion of on-line training modules as detailed below.

Attendance to safeguarding training will be logged on My Concern, which should include confirmation of having read and understood KCSIE part 1 and whistle-blowing protocols. Statutory training must also be logged on the local academy Single Central Register (SCR).

On-line training must be refreshed every two years.

Statutory training from September 2021 via National College/National On-line Safety training portal:

- Data Protection (GDPR)
- Level 1 Certificate in Safeguarding for all staff
- Prevent Duty
- Understanding Female Genital Mutilation.

Mandatory training to be completed within the next two academic years:

- Certificate in Understanding Mental Health
- Certificate in Child Criminal and Sexual Exploitation
- Level 2 Certificate in Online Safety
- Certificate in Sexual Harassment and Violence.

Where appropriate, changes in legislation, policy or practice will be highlighted to staff in a timely manner as updates to training.

NB: if you have a change in your DBS status, you must notify the academy immediately.

2 Section 2: Key contacts

Name	Role	Contact
Margaret Blore	Designated MAT Trustee for Safeguarding	mblore@dalpgov-ac.org.uk
Patrick Knight	Strategic Development Leader - Safeguarding	pknight@dalp.org.uk
MASH Notts	Multi Agency Safeguarding Hub	mash.safeguarding@nottscqcsx.gov.uk 0300 500 80 90
MASH Lincs	Multi Agency Safeguarding Hub	01522 782111 Out of hours – 01522 782333
LADO (Eva Callaghan)	Local Authority Designated Office – allegations against professionals	0115 8041272

It is vital you know who your DSL is and who else is 'level 3' safeguarding trained (and therefore able to support you) within your academy.

3 Section 3: Wider roles and responsibilities

3.1 Academy Principals and Designated Safeguarding Leads must:

- Follow the procedures set out by the Lincolnshire (LSCP) and Nottinghamshire Safeguarding Children Partnerships (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education.
- Follow the procedures set out in the national guidance, ['Working together to safeguard children'](#)
- Ensure that the Single Central Register is maintained accurately and reviewed at least full termly – in collaboration with HR and governors
- Ensure, that in each academy, we have a designated safeguarding lead and a minimum of one deputy safeguarding lead for child protection who has received appropriate training and support for this role.
- Ensure, that in each academy, we have a nominated governor for child protection and safeguarding.

- Ensure, that in each academy, we have a designated lead for Looked After (CLA) and Previously Looked After (PLAC) children.
- Ensure, that in each academy, every member of staff and the governors know the name of the designated safeguarding lead (and their deputies) responsible for child protection.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead or to children's social care/police if a child is in immediate danger.
- Communicate the need for accurate, objective reporting to all staff at the start of each academic year, and at appropriate times thereafter.
- Ensure all staff are aware of the process for making referrals to children's social care.
- Ensure all staff and volunteers are aware of the Early Help process.
- Ensure they are familiar with and refer to all sections of NSCP Pathway to Provision as and when applicable.
- Ensure that each of our Nottinghamshire based academies has access to and when applicable, refers to, the 'Mosaic' social care platform via Notts CC.
- Ensure that each child is designated a Level of Need in accordance with the NSCP Pathway to Provision - section A2 – and understand when referral along the pathway is appropriate for individual children and families.
- Ensure that there is a safeguarding whistleblowing culture where staff can raise concerns about unsafe practice and that these concerns are investigated.
- Ensure that parents understand the responsibility placed on the individual academy and their staff for child protection by setting out its obligations in the academy prospectus.
- Notify Children's Social Care if there is an unexplained absence of no more than two school days of a pupil who is subject to a child protection plan (CPP).
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Refer cases where a person is dismissed or left due to risk/ harm to a child to the DBS.
- Liaise with the case manager and the Multi-Agency Safeguarding Hub (MASH) where there are concerns regarding peer-on-peer disclosures / child / family only disclosures.
- Be alert to the specific needs of children in need, those with educational needs and young carers.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with the latest version of 'Working Together to Safeguard Children'.

- Ensure that in exceptional circumstances, where the DSL / DDSL is not available, provision / staffing is in place so there is no delay in an academy undertaking appropriate action.
- Ensure that relevant child protection files are transferred to the child's new school or college should the child move on.
- Will be aware of the arrangements for Looked After Children (CLA) and Previously Looked after (PLAC), in accordance with the relevant section of the latest version of KCSIE.
- Keep electronic records in My Concern, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all safeguarding and child protection records are kept securely ONLY in My Concern; separate from the main pupil file.
- Ensure that we follow robust processes to respond when children are missing from education (CME) or missing from home or care.
- Liaise with the case manager and the Local Authority Designated Officer (LADO) where there are concerns about a staff member – adult on child disclosure.
- Follow trust whistleblowing procedures where an allegation is made against a member of staff or volunteer – see Appendix 2 for protocol. Diverse Academies follow the guidance as laid out in Part 4 of KCSIE.
- Ensure Safer Recruitment practices are always followed – adhering to the guidance found in Part 3 of KCSIE.
- Apply the escalation protocol if there is any concern about the actions or inaction of social care staff or staff from other agencies.
- Safeguard Vulnerable year 11 and 13 leavers in the summer term until the official leavers date at the end of June, including those in care or subject to a Child Protection Plan (CPP) or a Child in Need (CIN).
- During term time ensure availability (during academy hours) of designated and appropriately trained staff.
- Ensure appropriate arrangements will be made for any out-of-hours contact including holiday times. *It is the expectation that during designated school holiday periods, the primary responsibility for safeguarding vulnerable children – those on CPP / CIN (Child in Need) – is assumed by the respective social worker and local authority.* Designated Safeguarding Leads should leave contact details with these agencies at these times in case of emergencies.

3.2 Local academy committees and trustees must:

- Assess the impact of this policy in keeping children safe.

- Appoint a nominated governor to liaise with the respective academy Principal and Designated Safeguarding Lead (DSL) on safeguarding issues.
- Receive regular reports from the Principal (LAC) and the Trust Strategic Lead (Trustees) about the effectiveness of safeguarding and child protection in the setting or across the MAT.
- Ensure the complaints system is in place for children and families.
- Review and annually approve the safeguarding policy, ensuring it complies with all law, regulation, and good practice.

3.3 Reporting

Records and monitoring (My Concern)

Safeguarding, child protection and welfare concerns are recorded and kept in My Concern.

Staff will receive a trusted user password protected log in on the system upon induction and training at regular intervals as determined by the academy DSL and Principal.

New DSLs to the trust will receive induction training from the Strategic Development Lead and / or One Team Logic (the developer).

The Strategic Development Lead (SDL) will quality assure safeguarding reporting across the trust through regular contact with each respective academy safeguarding lead through the Safeguarding Strategic Development Group (SDG) and via academy auditing.

The Strategic Development Lead monitors trust safeguarding trends using the My Concern 'Clarity reporting tool'.

3.4 Supporting children, including those who are vulnerable

Our trust recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. Their behaviour may still be challenging and defiant or they may be withdrawn. Decisions about high level punishments and exclusions *must* acknowledge and consider the child's individual circumstances.

- We also recognise that there are children who are more vulnerable than others, which includes children with special educational needs and or disabilities.

The trust and our academies will endeavour to support children through:

- Working with Notts and Lincs MASH and communicate via the '[Encompass](#)' email when dealing with children and families where domestic abuse and violence are prevalent.

- The PD curriculum, to encourage resilience, positive mental health, self-esteem, and self-motivation, including how to stay safe online.
- A positive, supportive, and secure environment, which gives all children and adults a sense of being respected and valued.
- A consistent approach, which recognises and separates the course of behaviour from that which the child displays.
- Liaison with other agencies that support the pupil such as children's social care (in line with the NSCP Pathway to Provision), behaviour and attendance service and education psychology service, use of complex case resolution meetings and the Early Help Assessment Form (EHAF).
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interest to do so.
- The development and support of a responsible and knowledgeable staff trained to respond appropriately in safeguarding situations.
- The work of the respective academy Inclusion process.
- Support from a designated counsellor or 'mental health first aider'.
- Support from a family support worker.
- Support from the respective academy mental health lead.
- Support from the respective academy LGBTQ+ champion and advice through our professional relationship with [Stonewall](#).
- Ensuring that where a child leaves and is subject to a child protection plan or where there have been wider safeguarding concerns, their information is transferred to the new Trust / school / academy immediately and that the child's social worker is informed – in accordance with the latest Diverse Academies Transition Policy.

3.5 Supporting children with disabilities

- The available UK evidence on the extent of abuse among disabled children, suggests that some may be especially vulnerable to abuse; for example, those who have difficulty communicating (delayed / impaired speech and language development, Asperger's, Autism Spectrum Disorder).
- Diverse Academies staff who work in *any* capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will be particularly sensitive to and given bespoke training in identifying signs of abuse.

Staff should be aware that [Children with disabilities and learning difficulties are particularly vulnerable to abuse](#) because:

- They may not be able to articulate their worries.

- They may not recognise that what is happening is inappropriate.
- They are dependent on individuals for intimate care.

3.6 Mental health and safeguarding

In response to the links provided in the [updated guidance in Part 1 of KCSIE](#); The trust is committed to providing extra resources in the safeguarding of children displaying mental health conditions.

- Throughout 2021-22, all staff should be aware of the signposted guidance in KCSIE Part 1 and that provided by both the Safeguarding Strategic Development Group (SDG) and Mental Health Team Network Group (TNG).
- For further information on mental health provision across our trust academies please refer to the document linked below and the respective academy appendices outlining the best-practice and mental health offer in the individual settings.

<https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2019/05/Mental-Health-and-Wellbeing-Principles.pdf>

4 Review of policy

A **full** review of the policy will be conducted annually in the summer term by the Strategic Development Lead, safeguarding.

Appendix A General guidance:

1. Keeping Children Safe in Education Part 1 – revised statutory guidance for academies and colleges (DfE -September 2021)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
2. Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018) <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
3. Prevent duty guidance for England and Wales (HM government April 2021)
<https://www.gov.uk/government/publications/prevent-duty-guidance>
4. Sharing nudes and semi-nudes: advice for education settings
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
5. Searching, screening and confiscation at school
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Legislation and guidance:

1. Working together to safeguard children (HM Government July 2018)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
2. Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents, and carers (HM Government July 2018)
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
3. Children and Social Work Act (2017)
<https://www.socialworkengland.org.uk/about/what-we-do/publications/children-and-social-work-act-2017/>
4. Inspecting safeguarding in early years, education, and skills settings (Ofsted, September 2019)

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>

5. Safeguarding Concerns: guidance for inspectors: concern (Ofsted, March 2018)
<https://www.gov.uk/government/publications/ofsted-safeguarding-policy/safeguarding-concerns-guidance-for-inspectors>
6. Disqualification under the Childcare Act 2006 (Updated August 2018). Statutory guidance for local authorities, maintained Academies, independent Academies, academies, and free Academies (DfE August 2018)
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
7. Child abuse concerns: advice for practitioners (DfE, March 2015)
8. NSCP – Pathway to Provision – version 9 (Nottinghamshire County Council 2021)
<https://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-children-and-families-alliance/pathway-to-provision>
1. Lincolnshire SCP Policy and Procedures Manual 2021
<https://lincolnshirescb.proceduresonline.com/>
2. Prevent and Channel
<https://www.gov.uk/government/publications/prevent-duty-guidance>
<https://www.gov.uk/government/case-studies/the-channel-programme>

Appendix B Safeguarding definitions and links

Issue	Definition and explanation
Peer-on-peer abuse	<p>Staff should be aware of the signs of peer-on-peer abuse</p> <p>This is most likely to include, but may not be limited to:</p> <ul style="list-style-type: none"> ● Bullying (including cyberbullying). ● Physical abuse such as hitting, biting, kicking, shaking, hair-pulling, or causing physical harm. ● Sexual violence, such as rape, assault by penetration, and sexual assault. ● Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse. ● Up skirting, which is a form of abuse that has been high on school and court agendas for several years and is a criminal offence under the Voyeurism (Offences) Act 2019. Up skirting occurs when someone takes a picture under a person's clothing, with or without underwear, without them knowing or without permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress, or alarm. It is a common aspect of peer-on-peer abuse and can happen to any gender. ● Sexting (also known as youth produced sexual imagery). ● Initiation/hazing type violence and rituals.
Links to wider reading and websites	
KCSIE section 4 and ' Sexual violence and sexual harassment between children in schools and colleges '	
Further information is available at: https://www.nspcc.org.uk/what-is-child-abuse/	
Links to our training modules:	
https://thenationalcollege.co.uk/hub/view/course/sexual-violence-and-sexual-harassment	
https://thenationalcollege.co.uk/hub/view/webinar/ofsted-sexual-abuse-in-schools	
https://thenationalcollege.co.uk/hub/view/webinar/understanding-the-new-dfe-guidance-on-sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges-2021	
https://thenationalcollege.co.uk/hub/view/webinar/peer-on-peer-sexual-abuse-an-expert-review-of-dfe-statutory-safeguarding-guidance	

For a complete overview of actions and strategies regarding how we handle peer-on-peer sexual abuse allegations see Appendix C.

Issue	Definition and explanation
Child Sexual Exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce,

manipulate or deceive a child or young person under the age of 18 into sexual activity:

- a) in exchange for something the victim needs or wants, and/or
- b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.

These indicators are not exhaustive or definitive, but they highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity.
- Inappropriate sexual or sexualised behaviour.
- Sexually risky behaviour, 'swapping' sex.
- Repeat sexually transmitted infections.
- In girls, repeat pregnancy, abortions, and miscarriage.
- Receiving unexplained gifts or gifts from unknown sources.
- Having multiple mobile phones and worrying about losing contact via mobile.
- Having unaffordable new things (clothes, a mobile phone, etc.) or expensive habits (alcohol, drugs, etc.).
- Changes in the way they dress.
- Going to hotels or other unusual locations to meet friends.
- Seen at known places of concern (e.g. brothels).
- Moving around the country, appearing in new towns or cities, not knowing where they are.
- Getting in/out of different cars driven by unknown adults.
- Having older boyfriends or girlfriends.
- Contact with known perpetrators.

- Involved in abusive relationships, intimidated, and fearful of certain people or situations.
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- Associating with other young people involved in sexual exploitation.
- Recruiting other young people to exploitative situations.
- Truancy, exclusion, disengagement with school, opting out of education altogether.
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual, etc.).
- Mood swings, volatile behaviour, emotional distress.
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- Drug or alcohol misuse.
- Getting involved in crime.
- Police involvement, police records.
- Involved in gangs, gang fights, gang membership.
- Injuries from physical assault, physical restraint, sexual assault.

Links to wider reading and websites

[Child Sexual Exploitation & How to Keep Your Child Safe | NSPCC](#)

Links to our training modules

<https://thenationalcollege.co.uk/hub/view/course/sexual-exploitation>

Issue	Definition and explanation
Child Criminal Exploitation	<p>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.</p> <p>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.</p> <p>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.</p>

How do you know if County Lines drug dealing is happening in your area?

Some signs to look out for include:

- An increase in visitors and cars to a house or flat.
- New faces appearing at the house or flat.
- New and regularly changing residents (e.g., different accents compared to local accent).
- Change in resident's mood and/or demeanour (e.g., secretive/ withdrawn/ aggressive/ emotional).
- Substance misuse and/or drug paraphernalia.
- Changes in the way young people you might know dress.
- Unexplained, sometimes unaffordable new things (e.g., clothes, jewellery, cars etc).
- Residents or young people you know going missing, potentially for long periods of time.
- Young people seen in different cars/taxis driven by unknown adults.
- Young people seeming unfamiliar with your community or where they are.
- Truancy, exclusion, and disengagement from school.
- An increase in anti-social behaviour in the community.
- Unexplained injuries.

Wider signs of CCE may include:

- Increased absence.
- Change in friendships.
- New relationships with older individuals or groups.
- A significant decline in performance.
- Signs of self-harm.
- Significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

These could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Links to wider reading and websites

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

<https://thenationalcollege.co.uk/hub/view/webinar/sqw-county-lines-guidance-for-school-leaders-to-prevent-criminal-exploitation-of-children-and-vulnerable-adults>

Links to our training modules:

<https://thenationalcollege.co.uk/hub/view/course/sexual-exploitation>

<https://thenationalcollege.co.uk/hub/view/course/essential-cpd-county-lines>

Issue	Definition and explanation
Children Missing in Education	<p>All pupils, regardless of their circumstances or background, are entitled to full-time education that is suitable to their age, ability, aptitude, and any special educational needs and disabilities.</p> <p>Our academies take a range of actions to tackle persistent absentees and complete official reports on children who are persistently absent from school. Further details are available in the Trust attendance policy.</p> <p>Diverse Academies recognise that some children seeking leave of absence are vulnerable to risk of abuse, neglect, or who in rare cases, may be travelling to conflict zones, or at risk of FGM or forced marriage. Attendance</p>

staff are trained to look out for these triggers and our academies work in partnership with the respective Local Authority to ensure localised risks are particularly taken note of and shared with all staff.

The DSL will, as soon as a concern is established, alert the local authority. Unless circumstances indicate that a pupil is at risk and immediate action is necessary, the local authority will be informed of every pupil who has a continuous period of unexplained absence of three days or more.

No pupil will be removed from an academy roll until all safeguarding checks have been completed or the whereabouts of a pupil have been established and the removal from roll has been authorised by the Local Authority.

All staff should be aware that children who go missing from education, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities.

This may include:

- abuse and neglect, which may include sexual abuse or exploitation.
- child criminal exploitation including involvement in county lines.
- mental health problems
- risk of substance abuse
- risk of travelling to conflict zones.
- risk of female genital mutilation
- risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risks and to prevent the risks of a child going missing in future.

The safeguarding and the attendance team must be aware of unauthorised absence and children missing from education procedures, which are set out in the guidance below.

Diverse Academies adheres to the Nottinghamshire CC guidance below:

www.nottinghamshire.gov.uk/media/113023/school-attendance-flow-chart-april-2016.pdf

Links to wider reading and websites

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

Links to our training modules:

Issue	Definition and explanation
Sexting (nude image sharing) – sharing of sexual messages or naked /semi-naked images:	<p>Diverse Academies will work with our partner National Online Safety on resourcing and advising Designated Safeguarding Leads and parents in this complex and fast-changing area.</p> <p>If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.</p>

You must **not**:

- View, download, or share the imagery yourself, or ask a pupil 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 pupil to delete it.
- Ask the pupil(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 pupil(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 pupil(s) that they will receive support and help from the DSL.

The following information will be considered when deciding on a course of action:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the children involved?
- Do the children involved have additional vulnerabilities?
- Does the child understand consent?
- Has the child taken part in this kind of activity before? Professional judgement will always be applied.
- We will NOT copy, print, or share the image as this is illegal.
- If a viewing is conducted, it will be with another member of safeguarding staff or senior leadership team.

Where it is necessary to involve the police and it is appropriate to do so, we are authorised to seize any device (Education Act 2011) and pass it the police.

CSC (Children's Social Care) will be involved where are concerns which meet the threshold or if we know they are already involved with a child.

Links to wider reading and websites

Please refer to the Diverse academies [Online Safety Policy](#) for further information.

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Staff and parents should access the document Keeping Children Safe in Education - section 1 for definitions of abuse and other key safeguarding threats listed below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912593/Keeping_children_safe_in_education_part_1_Sep_2020.pdf

Staff should be aware of the [signs of sexting](#)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

National Online Safety - <https://nationalonlinesafety.com/guides>

The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](#)

Further guidance on Online safety is found in [Annex C of KCSIE](#)

There are resources for teachers at page 28 of the [UKCCIS Sexting in Academies Guidance 2016](#)

Links to our training modules

<https://thenationalcollege.co.uk/hub/view/course/online-safety>

Issue	Definition and explanation
Honour-based Abuse: Forced Marriage (FM)	<p>This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence.</p> <p>Young men and women can be at risk in affected ethnic groups. Evidence shows that the issue of forced marriage affects certain sectors of communities, typically girls in the age range of 14 – 16 years old originating from Pakistan, India, and Bangladesh (approx. 60% of the cases) together with a percentage of cases of children originating from the Middle East and African countries.</p> <p>A signal of FM is the removal of the pupils from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistleblowing may come from younger siblings.</p> <p>Any member of staff with any concerns should report this immediately to the DSL, who should raise the concern with the Local Police Safeguarding Unit by email or phone.</p> <p>Whilst the onus of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current child protection responsibilities.</p>

Links to wider reading and websites:

Staff should be aware of the [signs of Forced Marriage](#)

Links to our training modules

Issue	Definition and explanation
<p>Honour-based Abuse: Female Genital Mutilation (FGM) and Breast Ironing:</p>	<p>There is a specific legal duty on teachers regarding FGM. If, during their work, a member of staff discovers that an act of FGM appears to have been carried out on a girl under the age of 18 years, then they must report it to the police. All staff at Diverse Academies will recognise this responsibility.</p> <p>The 'One Chance' rule: As with Forced Marriage, there is the 'One Chance' rule regarding FGM. This refers to staff potentially only having one chance to speak to a potential victim and thus may only have one chance to save a life. It is essential that the academy acts without delay.</p> <p>All teachers have a mandatory responsibility to make themselves aware of the practice and report FGM if they discover it (through disclosure not physical examination) to the police and informing the DSL immediately who will support (the Deputy DSL will take on this responsibility if the DSL is not available).</p> <p>Circumstances and occurrences that may point to FGM happening include:</p> <ul style="list-style-type: none"> ● The child talking about getting ready for a special ceremony. ● The child and their family taking a long trip abroad. ● The child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemen, Afghani, Kurdistan, Indonesia, and Pakistan). ● Knowledge that the child's sibling has undergone FGM. ● The child talking about going abroad to be 'cut' or to prepare for marriage. <p>Signs that may indicate a child has undergone FGM:</p> <ul style="list-style-type: none"> ● Prolonged absence from school and other activities. ● Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued. ● Bladder or menstrual problems. ● Finding it difficult to sit still and looking uncomfortable. ● Complaining about pain between the legs. ● Mentioning something somebody did to them that they are not allowed to talk about. ● Secretive behaviour, including isolating themselves from the group. ● Reluctance to take part in physical activity.

- Repeated urinary tract infection.
- Disclosure.

Some indicators that a girl has undergone breast ironing include:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn etc.
- Reluctance in undergoing normal medical examinations.
- Some girls may ask for help but may not be explicit about the problem due to embarrassment or fear.
- Fear of changing for physical activities due to scars showing or bandages being visible.

Links to wider reading and websites:

Staff should be aware of the [signs of FGM](#)

Staff should be [aware of the signs of Breast Ironing](#) and be culturally aware to be able to identify girls who are at risk of this practice

<https://www.safeguardingschools.co.uk/breast-ironing/>

Links to our training modules:

<https://thenationalcollege.co.uk/hub/view/course/female-genital-mutilation>

Issue	Definition and explanation
<p>Prevent Duty and Radicalisation</p>	<p>The Prevent Duty came into force on 1 July 2015 and was updated in April 2021.</p> <p>Across our academies all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p> <p>Extremism is defined as:</p> <p>“vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.” (HM Government Prevent Strategy).</p> <p>Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.</p>

Referrals to Prevent and Channel should be conducted by the DSL following the guidance in the link below:

Links to wider reading and websites:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

www.gov.uk/government/case-studies/the-channel-programme

<https://www.gov.uk/government/case-studies/the-channel-programme>

Links to our training modules:

Staff should be aware of the [signs of radicalisation](#)

<https://thenationalcollege.co.uk/hub/view/course/essential-cpd-prevent-duty>

Issue	Definition and explanation
<p>Modern Slavery Human Trafficking:</p>	<p>Children who are trafficked into the UK are especially vulnerable and are often living in de-facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information).</p> <p>Modern slavery is defined as the recruitment, movement, harbouring or receiving of children, women or men through the use of force, coercion, abuse of vulnerability, deception or other means for the purpose of exploitation. It is a crime under the Modern Slavery Act 2015 and includes holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.</p> <p>Children's Services are not involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child.</p> <p>The respective academy Designated Safeguarding Lead must notify Children's Services once they are aware of a child or young person who is being privately fostered.</p> <p>What the Trust will do:</p> <ul style="list-style-type: none"> • Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur.

- Look at admission files to check on the home situation and make a note to follow up any circumstances which are not clear.
- Whenever staff become aware of private fostering arrangements, they should notify the DSL.
- An appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. Trust staff should actively encourage the parents and/or carer to notify Children's Services of the arrangement.

If the DSL believes that a private fostering arrangement has not been reported to either Lincolnshire or Nottinghamshire Social Care, then the academy will notify the respective authority:

Lincolnshire County Council 01522 782111

www.lincolnshire.gov.uk/childcare-and-family-support/adoption-and-fostering/private-fostering/

Email fosteringandadoptionenquiries@lincolnshire.gov.uk

Nottinghamshire Multi Agency Safeguarding Hub 0300 500 80 90

Emergency Duty out of hours Team 0300 456 4546

Links to wider reading and websites:

www.nottinghamshire.gov.uk/media/1735342/icta-briefing-march-19.pdf

<https://www.nottinghamshire.gov.uk/media/1735342/icta-briefing-march-19.pdf>

<https://www.gov.uk/government/publications/modern-slavery-and-public-health/modern-slavery-and-public-health>

Staff should be aware of the [signs of trafficking](#)

Staff should be aware of the link between CME, CCE, CSE and the [Modern Slavery Human Trafficking criminal agenda](#).

The Trust produces an annual statement outlining our corporate approach to safeguarding individuals in accordance with the [relevant legislation](#).

Links to our training modules:

<https://thenationalcollege.co.uk/hub/view/course/modern-slavery>

Issue	Definition and explanation
-------	----------------------------

<p>Online safety and risky online behaviours</p>	<p>Diverse Academies will ensure that as part of the wider Personal Development programme, children are taught about Online Safety. We work closely with NOS to ensure that parents, pupils, and staff are fully informed of established and emerging threats.</p> <p>Diverse Academies recognises that some children with specific conditions, such as autism spectrum disorder (ASD) and Asperger's may be at additional risk of predatory or inappropriate online behaviours and will adapt their curriculum and teaching input accordingly.</p> <p>Staff must report any suspected online safety safeguarding issue through the DSL in the normal way.</p>
---	--

Links to wider reading and websites:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/b/>

<https://nationalonlinesafety.com/hub/browse>

The Trust has a separate policy covering all aspects of [Online Safety](#).

Links to our training modules:

<https://nationalonlinesafety.com/hub/view/course/online-safety-for-sendcos-2022>

<https://nationalonlinesafety.com/hub/view/course/level-2-certificate-online-safety-teaching-staff>

<https://nationalonlinesafety.com/hub/view/course/annual-online-safety-course-for-designated-safeguarding-leads-for-2020-21>

Appendix C Responding to peer-on-peer sexual abuse

If a child experiences peer-on-peer sexual abuse or there are concerns a child might be displaying harmful sexual behaviour (HSB), the academy Designated Safeguarding Lead is informed, and they need to take child protection action.

Reporting

If any Diverse Academies staff think a child is in immediate danger, they must contact the police on **999**. Any concern about a child (not in immediate danger), is shared with the DSL or DDSL.

Staff must be aware of the following:

- **Follow our child protection procedures** - share concerns with your designated safeguarding (child protection) lead.

The DSL will then:

- **Report to the police as appropriate** (for example, if an allegation of rape, sexual assault or sexual offence is made). This should happen alongside a making a referral to children's social care, following local authority guidelines.
- **Contact the local authority child protection services.**

In all cases the academy will:

Protect all the children involved, balancing the duty to safeguard the child who has experienced abuse with the need to support the child who has displayed harmful sexual behaviour.

Be mindful of the children who may have witnessed the abuse or are friends of those involved, as they may also be affected and need support.

In each case the DSL (or Deputy) will be responsible for gathering all the facts, assess any risks and make decisions on a case-by-case basis. The DSL will decide on who needs to be involved to make sure all children are appropriately protected and supported.

<https://learning.nspcc.org.uk/safeguarding-child-protection/managing-allegations-made-against-a-child>

Supporting the child who has experienced abuse:

Every child who has experienced abuse will receive tailored support to meet their needs. Diverse Academies safeguarding staff will do the following to help make children feel safe and supported.

- Listen carefully to the child and reassure them that you are taking them seriously.
- Record the incident, noting all the relevant facts as fully as possible. Write down the language used by the child. This will help you record precisely what happened and understand how the child has been affected.
- Consider what support the child may need in the short-term, for example mitigating the risk (as far as possible) of contact with the child who has displayed abusive behaviour.
- Consider what long-term support the child may need to help them recover from the trauma of what they have experienced. This may include therapeutic or counselling support.
- Understand the child's support network and consider what help they need to protect and care for the child.
- Include the child (and parents if applicable) in any decisions that affect them.

Supporting the child who has displayed abusive or harmful sexual behaviour:

It is important to protect and support children who have displayed abusive or harmful sexual behaviour.

- Consider any risks to the child's safety and what multi-agency responses are needed to support the child and their family.
- Talk calmly to the child. Remember that they may not realise they have behaved abusively and avoid using language that may make them feel judged or criminalised.
- Consider appropriate sanctions referring to the Diverse Academies Behaviour Policy.
- Work with the child and their support network to put measures in place that will help the child change their behaviour.
- Consider what targeted therapeutic or counselling support the child may need.

Multi-agency responses:

The academy DSL should work with the trust SDL, safeguarding (if appropriate) and relevant agencies to protect and support all the children involved in an incident of peer-on-peer sexual abuse. This includes children's social care and the police if necessary.

It is the expectation that the academy safeguarding response will consider the [Local Authority](#) and / or [Brook Sexual behaviours traffic light system](#) to assess the degree of harmfulness and to develop a coordinated, evidence-based multi-agency response to HSB.

Diverse Academies, in accordance with the NSCP advice, advises DSL's to only use Brook if they have attended training delivered by brook.org.uk.

Opportunities to teach peer-on-peer, relationships, and other safeguarding themes

Diverse Academies will ensure that as part of the wider personal development programme, children are taught about safeguarding. This may include covering relevant topics through learning in general but is covered particularly in Relationships and Sex Education alongside a detailed PSHE programme.

'Relationships education' is taught to children across all phases. 'Sex education' (other than that taught within the science syllabus) is mandatory at secondary, with parents having the right to opt their child out up to the age of 15.

Diverse Academies is committed to exposing children to age-appropriate and challenging themes in safeguarding via the use of guest speakers and outside agencies.

Further information is found in the [RSE Policy](#).

Appendix D Looked After Children

All staff in Diverse Academies will have an awareness of issues around safeguarding looked after children. The leadership team will ensure that appropriate staff have the skills, knowledge, and understanding necessary to keep looked after children safe.

Designated staff will be aware of the legal status of a looked after child's care arrangements. They will ensure that appropriate staff have the information they need in relation to a pupil's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the pupil's care arrangements and the levels of authority delegated to the carer by the authority looking after them.

The Principal will appoint a Designated Teacher to promote the educational achievement of pupils who are Looked After and to ensure that this person has appropriate access to networking and training.

The academy's Designated Teacher for looked after children will work with the 'virtual school' head to monitor the child's welfare and discuss how funding can be best used to support the progress of the child and meet the needs identified in the pupil's personal education plan.

The Designated Safeguarding Lead will have details of the pupil's social worker and the name of the 'virtual school' head in the authority that looks after the pupil.

Designated staff should be aware of the specific [safeguarding duties concerning CLA and PLAC](#).

Pupils with a social worker

We recognise that children with social workers can need extra support. 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 pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil'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.

Appendix E Working with parents/individuals with parental responsibility

Diverse Academies recognises the importance of working, where appropriate, in partnership with parents and carers to ensure the welfare and safety of our pupils.

Our academies will therefore:

- Make parents / carers aware of the academy's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on, where necessary, by making all policies available on the website and on request.
- Work with parents / carers to support the needs of their child.
- Consider the safety of the pupil and, should a concern arise, the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents / carers.
- Aim to help parents / carers understand that the academy has a responsibility for the welfare of all pupils and has a duty to refer cases to the Local Authority in the interests of the pupil as appropriate.
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers.
- Provide advice and signpost parents and carers to other services where pupils need extra support.

Appendix F Health and safety linked to safeguarding including visitors on site

Diverse Academies will ensure that there is a robust, up to date Health and Safety Policy and Procedure to meet the statutory responsibility for the safety of pupils and staff at each of our academies.

For full details refer to the [Health and Safety Policies](#).

Each academy will identify and manage health and safety using **risk assessments**, which are carried out:

- On an annual basis for the school learning spaces and environment in and outdoors.
- For all academy trips and educational visits.
- For pupils travelling between locations during the academy day.
- For all work-based learning on work experience placements.
- When a pupil returns following an exclusion due to risky or violent behaviour.
- When there are any changes to the premises or practices.
- Following a serious accident in relation to staff and/or pupils.
- When there is a high-level risk associated with contact with parents.
- To maintain effective security of the premises including protection from intruders, trespassers, and/or criminal damage.

Visitors and contractors safeguarding arrangements:

In accordance with the [latest guidance from NCC](#), Diverse Academies require the following procedures to be followed:

- Wherever possible, visits to our academies should be pre-arranged
- All visitors must report to reception first and not enter the academy site via any other entrance
- At reception, all visitors should explain the purpose of their visit and who has invited them.
- They should be ready to produce formal identification.
- All visitors will be asked to sign in via the electronic recording system which may include a photograph of the visitor being taken.
- A visitor's badge should be worn and displayed prominently.

- Visitors should wait in the reception area until they are met by an appropriate member of staff to be escorted to their destination.
- All visitors should be accompanied by a member of staff. Visitors should not be alone with pupils/children unless this is a legitimate part of their role for example a social worker seeing a child or a contractor and the academy has assured itself that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks via Letters of Assurance).
- If visitors find they are alone with children, they should report to a member of staff or reception. This should be explained to visitors.
- On departing the academy site, visitors should leave via reception, sign out of the building, return their visitor badge and be seen to leave the premises.
- Academy reception staff should check the signing in and out' records regularly to monitor compliance with these procedures.
- The Principal or Designated Safeguarding Lead (DSL) along with the nominated safeguarding governor should also monitor compliance with the agreed specified visitor's policy procedures. Should any shortfalls be found these will be addressed as a matter of urgency, to ensure children and visitors to the academy are kept safe.

Peer massage in academies

Peer massage involving adults to children and pupil to pupil is prohibited in Diverse Academies. The only exception to this policy should relate only to those children where it is part of their EHCP – for example in 'special academies'.

For those academies where massage is part of a child's EHCP, staff must gain accreditation to carry out the practice in accordance with the plan.

Pupils with medical needs

This aspect of wider safeguarding of clinically vulnerable children is covered in the [Supporting pupils with medical conditions policy](#) and local academy appendix.

Appendix G Ofsted inspection

Since September 2019, OFSTED's inspections of schools are carried out under OFSTED's revised Education Framework (School inspection handbook, May 2019). Inspectors will always report on whether arrangements for safeguarding children and learners are effective. In addition, Ofsted publishes specific guidance to inspectors.

You can find guidance documents at the following link:

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>

Diverse Academies is committed to ensuring that our academy Personal Development curriculum explicitly addresses key emerging safeguarding and mental health themes regarding paras 214, 217 and 220 in part 2 of the EIF. The respective Strategic Development Leaders (SDL) for personal development and safeguarding are responsible for ensuring that coverage is quality assured.

The respective academy Principal and Designated Safeguarding Lead must ensure they are familiar with the specific safeguarding section of the EIF found in paras 259-269. The SDL, safeguarding is responsible for ensuring that academy safeguarding meets the standard.

Appendix H Trust related policies

This document should be read, used, and applied alongside the policies and procedures referred to below.

[Attendance Policy](#)

[Behaviour Policy](#) and [Anti-bullying Policy](#)

[CCTV Policy](#)

[Educational Visits Policy](#)

[Freedom of Information Policy](#)

[GDPR Policy](#)

[Health and Safety Policy](#)

[Mental health and Wellbeing Principles.](#)

[Online Safety Policy](#)

[Relationships and Sex Education Policy.](#)

[Safer Recruitment Policy](#)

[Staff Disciplinary Policy](#)

[Special Educational Needs Policy](#)

[Supporting pupils with medical conditions](#)

Pending Committee approval