



Child Protection & Safeguarding Policy

| | |
|--------------------------------|------------------|
| Current version/Level: | v.1 |
| Created by: | Suzanne Hamilton |
| Created on: | 23.09.2024 |
| Next Review Date: | Sept 2025 |
| Previous review dates: | N/A |
| Adopted by Trustees on: | 26.11.2024 |

CONTENTS

Important School Safeguarding Information and Key Contacts Page

1. Named school personnel with designated responsibility for Child Protection

2. Policy review dates, approval and dissemination processes

3. Blackpool Local Authority Key Safeguarding Contacts

Synergy Education Trust Policy Statement for Synergy Schools

4. Introduction and aims

5. School commitment and values

6. Roles and responsibilities of: School Governors, The Headteacher/Head of School, Designated Safeguarding Lead (DSL) and Deputies, Designated Teacher, Mental Health Lead, All staff and volunteers

7. Working Together to Safeguard Children, Our Multi-Agency Commitment

8. Information sharing

9. Staff training

10. Opportunities to teach safeguarding

11. Online safety and use of mobile and smart technology in school

12. Remote education

13. Online information security, filters, access and monitoring

14. Artificial intelligence

15. External monitoring of safeguarding, including Ofsted inspections

16. Safeguarding concerns or allegations about staff members

17. Addressing child-on-child abuse, including sexual violence and sexual harassment

18. Identifying children and young people who may need Early Help

19. Identifying children and young people who are suffering or likely to suffer significant harm

20. Supporting children and young people potentially at greater risk of harm

21. Children absent from education

22. Elective Home Education (EHE)

23. Supporting children requiring mental health support

24. Supporting looked after children and previously looked after children, including care leavers

25. Supporting children with Special Educational Needs, Disabilities (SEND) or health issues

26. Alternative provision

27. Supporting children who are lesbian, gay, bi, trans (LGBTQ+) or gender questioning

28. The use of 'reasonable force' to safeguard children

29. Use of school premises for non-school related activities

30. Complaints and concerns about school safeguarding policies

31. Record Keeping and Retention

31. Links to Other Policies

Synergy Education Trust

Named personnel with designated responsibility for Child Protection for Synergy Education Trust

| DSL | Deputy DSL | Prevent Lead | Safeguarding Trustee | Chair of the Trust Board |
|------------------|--------------|--------------|----------------------|--------------------------|
| Suzanne Hamilton | Neill Oldham | Neill Oldham | Gemma Duxbury | Susan Strother |

1. Named personnel with designated responsibility for Child Protection for each school

| School | DSL/DDSL/ Chair of LGB | Email/Contact Number for DSL | LGB Safeguarding Governor | Chair of Governors |
|-------------------------|---|---|---------------------------|--------------------|
| Boundary Primary School | Nicola Bunday Julie Ward Helen Moyes Nadia Arden | nicola.bunday@boundary.blackpool.sch.uk | Mark Cowell | Paul Welch |

2. Blackpool Local Authority Key Safeguarding Contacts

| | | |
|---|------------------|--|
| Local authority designated officer (LADO) | Angela Philipson | 01253 477558 lado@blackpool.gov.uk |
|---|------------------|--|

| | | |
|---|--------------|-------------------------------|
| Channel/Prevent helpline | | 020 7340 7264 |
| Schools Early Intervention And Safeguarding Officer | Rachel Orwin | rachel.orwin@blackpool.gov.uk |

Synergy Education Trust Policy Statement for Synergy Schools

4. Introduction and Aims

This policy statement applies to all adults, including volunteers, working in or on behalf of Synergy Education Trust. It will provide a framework for staff to meet their statutory duties and to ensure consistency of good practice. Our policy and procedures also apply to extended school provision and off-site activities.

This policy statement has been devised in accordance with the Department for Education's Statutory Guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children 2023. We comply with this guidance and the arrangements agreed with Blackpool local safeguarding partners.

It is also based on the principles established by the following statutory legislation and guidance:

- 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 pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that 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 individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and head of school should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- 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
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)
- This policy is in line with the **Children's Safeguarding Assurance Partnership (CSAP)**, which replaces the three previous Local Safeguarding Boards of Blackburn with Darwen, Blackpool and Lancashire, and the Working Well with Children and Families in Lancashire document. It also follows the procedures

form the three local safeguarding partners jointly leading the CSAP : The three local authorities, Lancashire Constabulary, the local integrated care board.

Definitions

Safeguarding and promoting the welfare of children 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 or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

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:

- The local authority (LA)
- An integrated care board for an area within the LA
- The chief officer of police for a police area in the LA area

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

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

5. Synergy Trust Commitment and Values

Our commitment to our children

The Trust is committed to ensuring the welfare and safety of all children in the school. We will protect and support all our children including our vulnerable children, children who need support through early help, children in need and children who have a child protection plan.

We recognise that children who are abused may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. We will adopt a child-centred approach to our work, we will act in the best interests of our children, and we will ensure that everyone is aware of their safeguarding responsibilities.

The school will, normally, endeavour to discuss all concerns with parents or carers about their child or children. However, there may be circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures and in line with Part 2 of KCSIE). The school will, of course, always aim to maintain a positive relationship with all parents.

Boundary Primary School will make their child-protection policy available publicly via their website.

6. Roles and Responsibilities

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

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment.

a) Governors

The Local Governing Body is responsible for ensuring the following:

1. There are appropriate policies and procedures in place within school that promote child wellbeing and safeguarding including:
 - Child protection and safeguarding policy
 - Behaviour policy and anti-bullying policy inc.positive handling
 - Children with health needs who cannot attend school policy.
 - Early Years Foundation Stage (EYFS) policy
 - Intimate care policy
 - Special Educational Needs and Disability (SEND) policy.
 - Health and safety policy
 - Supporting pupils with medical conditions policy
 - Staff behaviour policy/code of conduct
 - Safeguarding response to children who go absent from education policy
 - Whistleblowing policy
 - Managing allegations against staff policy
 - Attendance policy
 - Procedures for managing child-on-child abuse.
 - Procedures for managing sexual harassment and sexual violence.
 - Educational visits policy
 - Safe Recruitment Policy and Procedures
 - PSHE, including RSE policy.

- Policy on how long school registers will remain open and procedures for pupil absence.
2. Facilitating a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
 3. Evaluating and approve the schools policy at each review, ensuring it complies with the law and the Trust Principles, and hold the Head of School to account for its implementation
 4. Appointing a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
 5. Being aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
 6. Ensuring all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
 7. Ensuring that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
 8. Making sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

9. Ensuring that where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seeking assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Making sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Making sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

10. The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Head of School, where appropriate.

11. Child Protection Files are maintained in line with KCSIE.

12. A designated teacher for looked-after and previously looked-after children is in place.

13. Ensuring that appropriate Safer Recruitment Procedures are in place in line with Part 3 of KCSIE 2024, that adequate safer recruitment training has been undertaken and that procedures are embedded and effective.
14. Ensuring the school holds more than one emergency contact number for each pupil (where reasonably possible).
15. The school has appropriate safeguarding arrangements in place to respond to children who are absent from education, particularly for prolonged periods of time and/or on repeat occasions.
16. All Local Governors receive appropriate safeguarding and child protection (including online) training that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding, that this training is regularly updated and that training records are maintained.
17. The school contributes to multi-agency working in line with Working Together to Safeguard Children and meets their statutory duty to co-operate and will act in accordance with the arrangements published by the Safeguarding Partnership.
18. That children are taught about safeguarding, including online safety.

All Local Governors are expected to read Keeping Children Safe in Education in its entirety.

b) The Head of School

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

1. Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect

- Communicating this policy to parents/carers when their child joins the school and via the school 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 (including online safety), and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, mobile phones and cameras in the setting

c) The Designated Safeguarding Lead (DSL) and Deputies (DDSL)

The DSL will be a member of the School Senior Leadership Team.

The DSL and Deputies are responsible for following the guidance as laid out in KCSIE 2024 pertaining specifically to the following.

- Management of referrals
- Working with others
- Information sharing and managing the child protection file.
- Raising awareness
- Training, knowledge, and skills
- Providing support to staff
- Understanding the views of children
- Holding and sharing information

Furthermore, the DSL and Deputies must ensure that they make themselves available to respond to urgent safeguarding matters and for ensuring that they comply with statutory duties in line with KCSIE.

The DSL and DDSL 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 authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Make sure that staff have appropriate Prevent training and induction

The DSL will also:

- Keep the Head of School informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Liaise with the computing lead and ICT technical support to help provide online safety, including filtering and monitoring processes
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

d) The Designated Teacher

In line with Sections 4-6 of the Children and Social Work Act 2017, the Designated Teacher is responsible for.

- Promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.
- Ensuring that they have the appropriate training and the relevant qualifications and experience.
- Working with the Virtual School Head, to discuss how funding can be best used to support the progress of looked-after children in the school to meet the needs identified in the child's personal education plan and to promote the educational achievement of previously looked after children.

e) The Senior Mental Health Lead

The mental health lead is responsible for creating a whole-school approach to supporting mental health and wellbeing by;

- developing a whole-school approach to support mental wellbeing.
- promoting good mental health and emotional wellbeing for pupils and staff.
- ensuring clear processes to report mental health concerns.
- ensuring clear processes for managing mental health concerns.
- delivering appropriate training

f) All School Leaders, Staff and Volunteers

All School staff including volunteers will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- School systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct (including staff responsibility to try to protect themselves against allegations), the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, the online safety policy, and the safeguarding response to children who go missing from education
- School online safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring
- The early help assessment process 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-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection

g) The Trustees

The Trustees are responsible for creating the safeguarding culture in schools and ensuring that measures are in place within schools and the Central Trust, to protect people in the Trust from harm. They will

- Review and embed the Trust Policy Statement
- Appoint a trustee to take responsibility for their trusts safeguarding arrangements.
- Attend relevant training to ensure they understand current legislation and ensure that policies are updated in line with statutory guidance/law.
- Attend meeting, activities or projects to engage with staff to understand safeguarding on the ground.
- Ensure the Central Team are holding schools accountable to their Policy Statement
- Ensure safe recruitment practises are adhered to when appointing to the central team

7. Working Together to Safeguard Children, Our Multi-Agency Commitment

Synergy Schools are aware of and will always act in line with CSAP procedures included within this document.

Furthermore, we commit to:

- Working with social care, the police health services, and other services to promote the welfare of children and protect them from harm, including providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- Providing robust professional challenge to all multi-agency partners and responding positively when challenge is offered to us in the best interests of the child.

8. Information Sharing

We recognise that information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, in promoting children's welfare, including educational outcomes. We understand our powers and duties to share, hold and use information for these purposes.

We understand that The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about the sharing of information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Furthermore, as a Trust we commit to the sharing of information as early as possible to help identify, assess, and respond to risks or concerns regarding the safety and welfare of children.

9. Staff Training

All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment in line with the School Behaviour Policy
 - Have a clear understanding of the needs of all pupils
 - Have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism and to challenge extremist ideas.
- Receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

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

Volunteers will receive appropriate training, as applicable.

The DSL and DDSL/Team

The DSL and DDSL/Team will undertake full child protection and safeguarding training at least every 2 years.

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

They will also undertake Prevent awareness training.

Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding
- As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Head of School, they receive training in managing allegations for this purpose.

Staff Involved in Recruitment - interview panels

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

Staff who have contact with pupils and families

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

A safeguarding training log will be held in the school recording the training that has been undertaken by the DSL and all staff. This log is updated regularly.

10. Opportunities to teach safeguarding

Synergy Schools teach pupils about safeguarding, including online safety and healthy relationships and recognise that effective education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities.

The safeguarding curriculum is considered as part of providing a broad and balanced curriculum, including covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education. In teaching these subjects we commit to ensuring that we comply with statutory guidance.

The Trust recognises that school plays a crucial role in preventative education, in the context of a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

When schools invite external organisations and / or visitors to enrich their safeguarding curriculum, they ensure that they review the educational value and age appropriateness of what they will deliver.

11. Online Safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our schools aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Synergy Education Trust approach to online safety is based on addressing the following categories of risk:

- Content - being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- Contact - being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct - personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- Commerce - risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

1. Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim

2. Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
3. Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We also share clear procedures with them so they know how to raise concerns about online safety
4. Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras unless this has been agreed for a short term specific purpose and deletion of these images is witnessed by a member of SLT
5. Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
6. Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. Reviews are carried out more frequently if concerns arise.
7. Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our policies which you can find on the Synergy Schools Individual School Websites.

12. Remote Education

Where children are being asked to learn online at home, the school will use the information provided by DfE, NSPCC and PSHE Association to do so safely; and our regular communications with parents and carers will be used to reinforce the importance of children being safe online.

We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access.

13. Online Information Security, Filters, Access and Monitoring

Synergy Schools will have appropriate filters in place to reasonably limit exposure to risks from the use of school's technology. In applying appropriate controls, they will consider the number of and age range of our children, those who are potentially at greater risk of harm and how often children are accessing technology. Filtering will be monitored routinely to ensure that it is working,

Staff will be trained to understand their role in ensuring that they remain vigilant to the risks associated with accessing technology within school and understand their role in monitoring pupil use as part of their role as much as is reasonably possible.

Each Local governing body commits to ensuring that appropriate filters and monitoring systems are in place, without "over blocking" to avoid unreasonable restrictions as to what children can access in order to use technology effectively to support their learning.

The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

14. Artificial Intelligence (AI)

Synergy Education Trust recognises that AI has many uses, including enhancing teaching and learning and in helping to protect and safeguard pupils. However, AI also has the potential to facilitate abuse (e.g., through bullying and grooming), allowing for false accusations to be made against other pupils or staff (e.g., through the use of 'deepfakes') and/or expose pupils to harmful content. We will respond to any misuse of AI in line with their Safeguarding and Child Protection Policy and their anti-bullying and behaviour policies.

The Local Governing Body will ensure staff are aware of the risks and capabilities of using AI tools and should carry out risk assessments for any new AI tool being used by the school.

All staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school

15. External Monitoring of Safeguarding, including Ofsted Inspections

The governing body is aware of the Ofsted Education Inspection Framework and the guidance to inspectors on inspecting safeguarding and commit to ensuring that internal safeguarding procedures are in line with the requirements laid out within this guidance.

The governing body will seek to explore opportunities for external monitoring of the school's safeguarding processes and expect all staff to engage positively with any external safeguarding monitoring.

16. Safeguarding Concerns or Allegations about any Staff, Volunteers, or Contractors

Synergy Schools have procedures in place to manage any safeguarding concerns (no matter how small) and provides training to staff so that they understand their responsibility to demonstrate professional curiosity and challenge. At Boundary 'Low level' concerns are reported to the Head of School. These may be recorded on a confidential Conversation Record and will be shared with external agencies if appropriate e.g. Supply agency.

Concerns and allegations that may meet the harm threshold will be addressed as set out in Section one of Part 4 of KCSIE and in line with local CSAP procedures. Part 4 of KCSIE sets out the definition of an allegation:

Where it is alleged that a person who works or volunteers with children has:

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

- The governing body is aware that there is a legal duty in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned and failure to refer when the criteria are met is a criminal offence.

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the Head of School as soon as possible. If the concerns/allegations are about the Head of School, speak to the chair of governors.

The Head of School/chair of governors will then follow the Blackpool procedures set out in <https://www.blackpoolsafeguarding.org.uk/managing-allegations> , if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Head of School, report it directly to the local authority designated officer (LADO).

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale

17. Addressing Child-on-Child Abuse, including Sexual Violence and Sexual Harassment

All Synergy staff are trained to recognise that children are capable of abusing other children (including online). We expect all staff to read Part 5 of KCSIE 2024 to ensure that they have a secure understanding of the types of abuse that can occur, including harmful sexual behaviour between children.

Synergy Education Trust recognises the importance of creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, our schools will:

1. Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
2. Be vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
3. Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
4. Ensure pupils are able to easily and confidently report abuse using our reporting systems
5. Ensure staff reassure victims that they are being taken seriously
6. Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
7. Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
8. Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

Ensure staff are trained to understand:

How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports

- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening - staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

- Children can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A member of staff may overhear a conversation
- A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

18. Identifying Children and Young People who may Need Early Help

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. Some early help is provided through "universal services", such as education and health services. They are universal services because they are available to all families, regardless of their needs.

Other early help services are coordinated by a local authority and/or their partners to address specific concerns within a family and can be described as targeted early help. Examples of these include parenting support, mental health support, youth services, youth offending teams and housing and employment services.

Early help may be appropriate for children and families who have several needs, or whose circumstances might make them more vulnerable. It is a voluntary approach, requiring the family's consent to receive support and services offered. These may be provided before and/or after statutory intervention.

The school will support local organisations and agencies to work together to support families within the early help service and will:

- Identify children and families who would benefit from early help
- Undertake an assessment of the need for early help which considers the needs of all members of the family.
- Ensure good ongoing communication, for example, through regular meetings between practitioners who are working with the family.
- Co-ordinate and/or provide support as part of a plan to improve outcomes. This plan will be designed together with the child and family and updated as and when the child and family needs change.
- Engage effectively with families and their family network, making use of family group decision making to help meet the needs of the child.

19. Identifying Children and Young People who are Suffering or Likely to Suffer Significant Harm

Our staff understand that behaviours linked to issues such as drug taking and/or alcohol misuse, unexplained and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can indicate that children are at an increased risk of harm.

Our requirements of staff are aligned to para 19-28 of KCSIE 2024, to ensure that:

- All staff understand Abuse, neglect or exploitation.
- All staff are aware of indicators of abuse, neglect or exploitation to assist in the early identification of abuse, neglect or exploitation.
- All staff are aware that harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others, for example, all forms of domestic abuse.
- All staff are aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).

- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.
- All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse, neglect or exploitation in situations outside their families.

20. Supporting Children and Young People Potentially at Greater Risk of Harm

We ensure that all staff understand that whilst all children should be protected, we also recognise that some groups of children are potentially at greater risk of harm, including those with a social worker. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health, we ensure that all staff understand the full impact of this and are trauma informed in their approach to all children.

Furthermore, for children potentially at risk of further harm, we commit to:

- Working with the Local Authority and other statutory and non-statutory partners to make decisions in the best interests of the child's safety, welfare, and educational outcomes.
- Taking swift and decisive action where there are early indicators of potential harm such as, responding to unauthorised absence or children absent from education where there are known safeguarding risks.
- Ensuring appropriate and swift sharing of information with partners in line with information sharing legislation.
- Promoting the welfare of our children potentially at greater risk of harm in a holistic way (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

21. Children Absent from Education

We will follow our procedures for unauthorised absence and for dealing with children who are absent from school or missing from education, particularly on repeat

occasions, to help identify the risk of abuse and neglect, including 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.

22. Elective Home Education (EHE)

We recognise that many home educated children have an overwhelmingly positive learning experience and expect the parents' decision to home educate 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.

The schools will inform the Trust and the Local Authority of any requests for EHE.

23. Supporting Children Requiring Mental Health Support

We recognise that the school has an important role to play in supporting the mental health and wellbeing of their pupils and recognise that Mental Health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We recognise also that poor mental health can pose a significant safeguarding risk for children.

Furthermore, we commit to:

Ensuring that clear systems and processes are in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems and there is an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of our pupils.

24. Supporting Looked After Children and Previously Looked After Children, Including Care Leavers

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

We commit to:

- Ensuring that staff are aware that a previously looked after child potentially remains vulnerable and have the skills, knowledge and understanding to keep previously looked after children safe.
- Sharing information swiftly with social workers, the virtual school, care leavers personal advisors and other key partners.

25. Supporting Pupils with Special Educational Needs, Disabilities (SEND) or Health Issues

Synergy Education Trust recognises that additional barriers can exist when recognising abuse, neglect or exploitation for some children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

We commit to:

- Training staff to understand the additional barriers that can exist for some children with special educational needs or disabilities (SEND) or certain health conditions.
- Ensuring that we consider what additional and different measures we can put in place in order to support these children to recognise and communicate abuse, neglect or exploitation.
- Adhering to the safeguarding guidance laid out in the SEND code of practice and the supporting pupils at school with medical conditions guidance.

26. Alternative provision and pupils at risk of exclusion

The school recognises that the cohort of pupils in Alternative Provision often have complex needs and we are aware of the additional risk of harm that our pupils may be vulnerable to. We will have regard for DfE statutory guidance for commissioners of Alternative Provision and will work to local protocols.

When considering use of exclusion or suspension the school is mindful of the exclusions and suspensions guidance and aware of the potential negative impact of exclusion on mental health and safeguarding risk of being excluded from school.

27. Supporting Pupils who are lesbian, gay, bisexual or gender questioning

Synergy Education Trust recognises that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. All Synergy Schools include detail in their Behaviour policy on how they prevent bullying based on gender or sexuality.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, schools will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD).

Schools will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

28. The use of 'Reasonable Force' to Safeguard Children

'Reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.' The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

We will ensure that our staff are trained in positive handling to ensure that they are able to undertake this role safely.

The school does not have a 'no contact' policy as this can leave staff unable to fully support and protect their pupils and students. The school adopts policies, which allow and support the staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances including consideration of whether the child has Special Educational Needs or Disabilities (SEND), mental health or with a medical condition.

29. Use of School Premises for Non-School Related Activities

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

When services or activities are provided by the school, under the direct supervision or management of our school staff, the child protection and safeguarding policy will apply in relation to any safeguarding concerns or allegations.

Where services or activities are provided separately by another body, schools will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) though aspects of this policy may not apply. Where this is the case, schools will ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate as outlined in keeping children safe in out-of-school settings guidance 2023.

30. Complaints and concerns about school safeguarding policies

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with Blackpool Council procedures for dealing with allegations of abuse made against staff <https://www.blackpoolsafeguarding.org.uk/managing-allegations>.

Other complaints

Other complaints will be investigated following the Schools Complaints Procedure (available on individual school websites) and taking into account the of requirements related to complaints set out in the safeguarding and welfare section of the statutory framework for the Early Years Foundation Stage (paragraph 3.75).

Whistle-blowing

All Whistle-blowing policies should be available to staff via the schools individual sharing portals.

31. Record-keeping and Retention

Schools will hold records in line with their records retention schedule.

All safeguarding concerns, discussions, decisions made and the rationale for those decisions, must be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved

- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept electronically using MyConcern in a separate child protection file for each child.

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

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

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- 5 days for an in-year transfer, or within
- The first 5 days of the start of a new term
- 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.

32. Links with other policies

This policy links to the following policies and procedures:

- Behaviour policy and anti-bullying policy inc. positive handling
- Children with health needs who cannot attend school policy.
- IT Acceptable Use
- Equality
- First Aid
- Complaints
- Early Years Foundation Stage (EYFS) policy
- Intimate care policy
- Special Educational Needs and Disability (SEND) policy.
- Health and safety policy

- Supporting pupils with medical conditions policy
- Staff Behaviour policy/code of conduct
- Safeguarding response to children who go absent from education policy.
- Whistleblowing policy
- Managing allegations against staff policy.
- Attendance policy
- Procedures for managing child-on-child abuse.
- Procedures for managing sexual harassment and sexual violence.
- Educational visits policy
- Safe Recruitment Policy and Procedures
- PSHE, including RSE policy.
- Policy on how long school registers will remain open and procedures for pupil absence.

Boundary Primary School use the following procedures in the event of Safeguarding Concerns.

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 is in immediate danger. Anyone can make a referral.

At Boundary Primary School our standard procedure is to tell the DSL as soon as possible of any concerns or if you make a referral directly.

When staff identify something which leads them to suspect that abuse may have taken place, the information is reported verbally to any of the Safeguarding Team. Under the direction of the Safeguarding Team, the concern is recorded on Myconcern.

If physical abuse is suspected, a 'body map' will be used to record the site and extent of any injury that has been noticed. These should be electronically recorded using MyConcern.

Records on MyConcern should include:

- The date and time of the observation/allegation / disclosure

- Full information including verbatim accounts when possible of the incident
- Comments about the child's appearance, behaviour, emotional state and actions
- Clear description of any injury as well as detailed on the body map

Requests for support from the Blackpool Families Rock Request for Support Hub (REFERRALS) should be made using the online form on the Blackpool Safeguarding Children's Website. This replaces the previous MARF form.

If a child makes a disclosure to you

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

- Listen to and believe them. 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 on MyConcern as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Verbally inform the DSL. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

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

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

If you discover that FGM has taken place or a pupil is at risk of FGM

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 pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory 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 pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

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

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out should speak to the DSL and follow our safeguarding procedures.

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)

In the instance of a staff member having a concern about unusual or unexplained changes in a child's appearance, behaviour, attendance or basic needs then the staff member has a duty to report and record the concern in the school's online system MyConcern.

The DSL team have direct access to the Schools Early Intervention And Safeguarding Officer, Rachel Orwin, for advice and guidance without sharing identifiable information.