



CHILD PROTECTION AND SAFEGUARDING POLICY

Responsibility of (<i>see policy tracking sheet</i>):	Trust Board
Approved by:	Trust Board
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1. Introduction and Context

1.1 Our Responsibilities

Saracens Multi-Academy Trust (**SMAT**) fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how the Trust will deliver these responsibilities. This is an overarching policy.

The ethos of SMAT schools is one that embraces feelings of trust, knowledge, reciprocity and shared behavioural norms that creates a quality of life for staff and pupils that is both enjoyable and productive. The connection between staff, pupils and parents creates a sense of place, promotes friendships, encourages and makes possible special moments, experiences and outstanding memories.

By creating high levels of trust within our schools we produce a climate of psychological safety and honesty, allowing people to develop without fear of criticism and to give all of themselves to the academic, community and social goals. Saracens schools are different. We take a modern and pioneering approach to individual character development through every aspect of school life to enable all pupils in all aspects of learning and life to be, “the best that they can be”. We place equal emphasis on learning with coaching confidence, self-esteem and teamwork so that pupils of the schools can achieve the outcomes they aspire to.

The success of the schools is underpinned by our core values:

- Discipline: our schools are orderly, safe and joyful places where our pupils are governed and guided in their behaviour by fair and sensible principles
- Hard work: our schools are places where the staff and children work incredibly hard to fulfil the potential of each individual and to maintain a relentless effort for school improvement
- Humility: our teaching styles reflect the culture of success and commitment to character development with achievement celebrated as warmly as attainment
- Honesty: we insist on an honest appraisal of the efforts and attitude of pupils in all areas of their education.

The definition of children includes everyone under the age of 18.

This policy should be read in conjunction with:

‘Working Together to Safeguard Children’ (2023) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link:

https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf

‘Keeping Children Safe in Education’ (2024) which is the statutory guidance for Schools and Colleges. The guidance is available via the following link:

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

‘What to Do if Worried a child is being Abused: Advice for Practitioners’ March 2015.

The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

‘Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers’ (July 2018) via the following link:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

London Child Protection Procedures and Practice Guidance via the following link:
<https://www.londoncp.co.uk/index.html>

'The Prevent Duty - Departmental advice for Schools and child care providers' 2023.

The guidance is available via the following link:

https://assets.publishing.service.gov.uk/media/65e5a5bd3f69457ff1035fe2/14.258_HO_Prevent+Duty+Guidance_v5d_Final_Web_1_.pdf

'Female Genital Mutilation Guidance for Schools' 2020 via the following link:

https://assets.publishing.service.gov.uk/media/613f26d5e90e07044435c949/6.7166_HO_FBI_S_BN_O__Leaflet_A4_FINAL_080321_WEB.pdf

'Preventing and Tackling Bullying' July 2017 via the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/62389_5/Preventing_and_tackling_bullying_advice.pdf

'Teaching Online Safety in Schools' 2023 via the following link:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools>

'Mental Health and Behaviour in Schools' November 2018 via the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/75513_5/Mental_health_and_behaviour_in_schools.pdf

Furthermore, we will follow the procedures set out by the **Barnet Safeguarding Children Partnership** found at the following link:

<https://thebarnetscp.org.uk/bscp>

In accordance with the above procedures, every school in the Trust will be required to carry out an annual audit of its Safeguarding provision and if required by its Local Authority to forward it to the relevant Local Authority Safeguarding Team.

1.2 Our Principles

Safeguarding arrangements at SMAT are underpinned by four key principles:

- 1) Safeguarding is everyone's responsibility and embedded in the culture of the organisation: all Trustees, Staff, Governors and Volunteers should play their full part in keeping children safe;
- 2) We will aim to protect children using national, local and school child protection procedures; and we work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2023;
- 3) All Trustees, Staff, Governors and Volunteers have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Trustees, Staff, Governors and Volunteers should feel confident that they can report all matters of Safeguarding in the Schools where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- 4) We operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.

Our Policy

The main elements to this Policy are:

- 1) The types of abuse that are covered by the policy;
- 2) The signs of abuse that all Trustees, Staff, Governors and Volunteers should look out for;
- 3) How to report a concern - who to go to within the schools and the Trust; including how and who to report to at the relevant agencies;
- 4) Roles and responsibilities for safeguarding;
- 5) Expectations of Trustees, Staff, Governors and Volunteers with regard to safeguarding, and the procedures and processes that should be followed, including the support provided to children;
- 6) How the schools will ensure that all Trustees, Staff, Governors and Volunteers are appropriately trained (including receiving regular updates and undertaking annual whole school training in safeguarding) and checked for their suitability to work within the schools;
- 7) How the policy will be managed and have its delivery overseen.

Through implementation of this policy we will ensure that our Schools provide a safe environment for children to learn and develop. We will cross reference to other policies relevant to our safeguarding in the schools and make reference to them in this policy where relevant.

2. Types of Abuse

2.1 Children who may require early help

All Trustees, Staff, Governors and Volunteers working within the schools should be alert to the potential need for early help for children; the procedures for initiating early help are detailed in Section 5.1.

A child may need early help if he or she:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Already has a Social Worker
- Has experienced discrimination because of race, ethnicity, gender, religion, gender identification or sexuality
- Speaks English as an additional language
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse
- Is showing early signs of abuse and/or neglect
- Is showing signs of displaying behaviour or views that are considered to be extreme
- Is a privately fostered child
- Has returned home to their family from care
- Is misusing drugs or alcohol themselves
- Is not attending school or is at risk of exclusion from school
- Is frequently going missing/absent from education/goes missing from care or from home
- Is at risk of modern slavery, trafficking, exploitation, radicalised
- Is not in education, training or employment after the age of 16 (NEET).

These children are considered more vulnerable; the schools will identify who their vulnerable children are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed.

2.2 Child Abuse

In relation to safeguarding and promoting the welfare of children, addressing child abuse

relates to:

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

Abuse is maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused in a family, or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or by another child or children.

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2023) which are defined in the 'Keeping Children Safe in Education Statutory Guidance' 2024 as:

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional Abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual Abuse** - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative act such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.
- **Neglect** - is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's mental and physical health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
 - Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
 - Protect a child from physical and emotional harm or danger
 - Provide adequate supervision (including the use of inadequate care-givers)

- Provide access to appropriate medical care or treatment
- Provide appropriate responses to a child's basic emotional needs.

Bullying on and off line is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse – see each school's Behaviour for Learning and Discipline Policy.

2.3 Specific Safeguarding Issues

There are specific issues in safeguarding that have become critical issues. Schools will endeavour to ensure their Staff, Trustees, Governors and Volunteers are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child sexual exploitation (CSE) and child criminal exploitation (CCE) as defined by Working Together 2023
- Child sexual abuse within the family
- Contextual safeguarding
- Community safety
- Domestic abuse including witnessing domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage (Marriage and Civil Partnership (Minimum Age) Act 2022)
- Gangs and youth violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Honour based abuse
- Mental health
- Modern slavery
- Child on child abuse
- Physical health
- Private fostering
- Preventing radicalisation
- Online abuse/Sexting
- Sexual violence and sexual harassment
- Teenage relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Poor parenting, particularly in relation to babies and young children
- Up skirting
- Voyeurism.

3. Signs of Abuse (Child Protection)

3.1 Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical/social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body

where accidental injuries are unlikely e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern. It is also possible that children are at risk from or involved with serious violent crime.

The physical signs of abuse may include:

- Signs of assault of unexplained bruising, marks or injuries on any part of the body
- Multiple bruises in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks
- Multiple burns with a clearly demarcated edge
- Signs of self-harm.

Changes in behaviour that can also indicate physical abuse:

- Experiencing a mental health problem
- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Significant change in wellbeing
- Unexplained gifts or new possessions indicating possible involvement with criminal networks or gangs
- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

Further guidance is available in Advice to Schools and Colleges on Gangs and Youth Violence <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and Criminal exploitation of children and vulnerable adults: county lines <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

3.2 Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Experiencing a mental health problem
- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of a parent being approached regarding their behaviour

- Developmental delay in terms of emotional progress.

3.3 Sexual Abuse

It is recognised that there is underreporting of sexual abuse within the family. School staff and volunteers should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be indicators of such abuse.

All Trustees, Governors, Staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- Experiencing a mental health problem
- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults.

3.4 Neglect

It can be difficult to recognise neglect; however, its effects can be long term and damaging for children. The physical signs of neglect may include:

- Being constantly dirty or 'smelly'
- Constant hunger, sometimes stealing food from other children
- Losing weight, or being constantly underweight
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Experiencing a mental health problem
- Mentioning being left alone or unsupervised
- Not having many friends
- Complaining of being tired all the time

- Not requesting medical assistance and/or failing to attend appointments.

3.5 Specific Safeguarding Issues

To reinforce understanding of the signs and indicators of specific issues listed in Section 3 of this policy, schools within the SMAT will include this information in training materials including briefings, staff induction training, and ongoing development training for all Staff, Trustees, Governors and volunteers.

Trust schools will also access broad Government guidance, local procedures, strategies and tools through <https://thebarnetscp.org.uk/bscp/professionals/policies-and-procedures>

The Designated Safeguarding Leads (DSLs), and those with responsibility for safeguarding, will use this information to help all staff develop the knowledge and understanding pertaining to national and local emerging concerns.

3.6 Prevent Duties

The schools will ensure all staff including governors and volunteers adhere to their duties in the Prevent Guidance 2015 to prevent radicalisation. The Principals and Chairs of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure all Staff, Trustees, Governors and Volunteers implement the duty

The schools will respond to any concern about Prevent as a safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in partnership with other agencies, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. We will make referrals into CHANNEL where the risk is identified and the pupil may need de-radicalisation.

The schools are committed to providing effective filtering and monitoring systems; this will include monitoring the activities of children when on-line in school and the actions taken in response to the activity.

The schools will use the relevant forms to record any concerns, keeping records, which will be treated as a Child Protection Record using the School's proforma, storing them as appropriate.

3.7 Child Sexual Exploitation (CSE)

Risk factors may include:

- Going missing
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing.

All suspected or actual cases of CSE are a safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the DSLs within the School.

3.8 Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity 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. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- Unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Changes in emotional well-being
- Using drugs and alcohol
- Going missing for periods of time or regularly come home late
- Regularly absent from school.

All suspected or actual cases of CCE are a safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the DSLs within the School.

3.9 Female Genital Mutilation (FGM)

The Trust recognises and understands that there is a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of FGM are a safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the DSLs within the School unless there is a good reason not to do so.

Signs may include:

- Days absent from school
- Not participating in Physical Education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations, or plans for removal of a female in a high-risk category*, especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM.

*parents from a country where FGM is known to be practised

3.10 Mental Health

Schools will ensure all staff are aware that mental health problems can (in some cases) be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. This can then impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a Deputy DSL (DDSL). Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

All SMAT schools have a clear system and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The Schools' Pastoral Teams includes School Counsellors and we also work with external agencies in the Local Authority.

Saracens Schools actively promote positive health, wellbeing and resilience among our pupils in all aspects of each pupil's learning journey in lessons, assemblies and extracurricular activities. The schools work with external agencies to support pupils in areas such as online safety, forming positive relationships and substance misuse.

To support staff, we have staff trained as Mental Health First Aiders, a Staff Counsellor and receive support from Barnet Mental Health Support Team.

3.11 Allegations of Abuse Against Other Children/Child on Child Abuse

We recognise that some children abuse other children or their peers; the reasons for this are complex and are often multi-faceted. We understand that schools need to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in schools.

Child on child abuse is a safeguarding concern and will require involvement by the DSL(s) who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the Local Authority. This may mean a referral into the Police and Social Care. Schools will consider and may apply their Behaviour for Learning and Discipline Policy. Schools will offer support to a victim.

We recognise that child on child abuse can take some of these forms:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online harassment, which may be standalone or part of a broader pattern of abuse
- Up skirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing a person's genitals or buttocks to obtain sexual gratification, or causing the victim harm, distress or alarm
- Sexting
- Initiation/hazing type violence and rituals
- Language seen as derogatory, demeaning, inflammatory
- Unwanted banter
- Hate
- Homophobia
- Transphobia
- Based on gender differences and orientation
- Based on difference.

Trust schools are expected to be proactive and to challenge this type of abuse and have a zero tolerance. Child on child abuse should never be tolerated or ignored and must be referred immediately. Schools will use approaches in the curriculum to address and tackle child on child abuse. We will pay adherence to the guidance in KCSIE 2024 and have a strategy in schools to identify, report and respond to any issues/incidents raised. We aim to challenge this type of abuse.

See Procedure for Handling Allegations of Child on Child Abuse.

3.12 Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material and all staff will be aware of online safety, including artificial intelligence (AI), which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

It is the responsibility of the Principals and DSLs to make sure that online safety training is included in staff safeguarding and child protection training and oversee the safe use of technology, mobile phones and cameras in school.

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

- 1) Content: being exposed to illegal, inappropriate or harmful content e.g. pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- 2) Contact: being subjected to harmful online interaction with other users e.g. 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
- 3) Conduct: personal online behaviour that increases the likelihood of, or causes, harm e.g. 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
- 4) Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

3.13 Child on Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, or through a group and can occur online or face to face.

Sexual Abuse includes:

- Sexual Violence such as rape, assault by penetration and sexual assault
- Sexual harassment such as sexual comments, remarks, jokes and online harassment
- Up skirting and sexting.

Online Abuse can include:

- Receiving unsolicited explicit photographs or videos, sending or being pressured into sending nudes, or being sent or shown pornographic material
- Harmful sexual behaviour are behaviours expressed by young people under the age of 18 years, that are developmentally inappropriate, may be harmful towards themselves or others
- Behaviours can be defined as normal, inappropriate, problematic, abusive or violent.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure with a foundation of a calm, considered and appropriate response; this will occur on a case-by-cases basis.

A victim should never be given the impression they are creating a problem or be made to feel ashamed.

Risk assessments could be put into place in a bid to support and protect not only the victim but also the alleged perpetrator and other students and staff. Specialist services may also be asked to support and potentially report to police and the local Multi-Agency Safeguarding Hub (MASH).

The context of the alleged incident(s) will be considered in light of victims wishes, duty of care, crime, ages of child(ren), power imbalance, one-off or sustained, and any links to child sexual exploitation and child criminal exploitation.

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. It is not 'banter', 'part of growing up' or 'having a laugh'.

3.14 The sending of indecent images from one person to another through digital media devices (Youth Produced Sexual Imagery, commonly known as 'Sexting')

'Sexting' is a safeguarding concern and one that is increasing and requires a robust response. Schools will seek advice from agencies and professionals acknowledging that there is both national and local guidance that needs to be adhered to in order to tackle the concerns and work in partnership with other agencies.

We will refer to:

- Barnet Safeguarding Children Partnership Multi-Agency Policies and Guides: <https://thebarnetscp.org.uk/bscp/professionals/policies-and-procedures>
- College of Policing Briefing Note on YPSI: <https://www.college.police.uk/guidance/responding-taking-or-sharing-nude-and-semi-nude-images-young-people>
- DfE Guidance on YPSI: [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\) - GOV.UK](#)

[The DfE guidance 2023 on Searching Screening and Confiscation Advice for Schools](#)

3.15 The Criminal Exploitation of Children: County Lines

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

Signs which may indicate criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts /phone calls
- Relationships with controlling /older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault /unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being.

Criminal exploitation of children is a safeguarding concern and will require with the involvement of the DSL(s) who will seek advice from agencies and professionals; including, reference to the safeguarding procedures as outlined by the Local Authority. This will mean a referral into the Police and Social Care. Trust Schools will offer support to victims.

3.16 Carrying Knives/Offensive Weapons & Gang Culture

Bringing and carrying a knife/offensive weapon onto school premises is a criminal offense.

Schools will consult the guidance on Searching, Screening and Confiscation for Headteachers, Schools and Governors, and the school may take disciplinary action against the pupil and/or refer the matter to the Police.

If a member of staff suspects that a pupil is involved in gang culture, this is a safeguarding concern and they must discuss it with the DSL. The DSL will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the local authority. The pupil may be an exploited child and victim to whom the school will offer support.

4. Safeguarding Roles and Responsibilities

4.1. The Designated Safeguarding Lead (DSL)

- The DSL is a member of the Senior Leadership Team. The DSL takes lead responsibility for child protection and wider safeguarding
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns
- The DSL can be contacted by email and phone out of school hours
- When the DSL is absent, the DDSLs will act as cover
- The DSL will be given the time, funding, training, resources and support to:
 - Provide advice and support to other staff on child welfare and child protection matters
 - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
 - Contribute to the assessment of children
 - Refer suspected cases, as appropriate, to the relevant body (Local Authority MASH, Channel programme, Disclosure and Barring Service (DBS), and/or police), and support staff who make such referrals directly
- The DSL will also keep the Principal informed of any issues, and liaise with Local Authority case managers and designated officers for child protection concerns as appropriate
- The DSL and DDSLs will be offered regular supervision
- The full responsibilities of the DSL and DDSLs are set out in their job descriptions.

4.2. The Trust Board and Local Governing Bodies (LGBs)

- The Trust Board will approve this policy at each review, ensuring it complies with the law and hold the CEO and Principals to account for its implementation
- The Trust Board will appoint a Lead Trustee for Safeguarding who will support the DSLs and the Trust Board on safeguarding matters
- Each LGB will appoint 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
- The Trust Board and LGBs will ensure that there are effective school filters and monitoring systems, and ensure that the Senior Leadership Team and relevant staff are aware of and understand the systems, manage them effectively and know how to escalate concerns
- The LGBs will review the DfE's filtering and monitoring standards, and discuss with IT staff and service providers about what needs to be done to support the schools to meet these standards
- The LGBs ensure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role

- The LGBs will make sure that all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and in line with advice from the safeguarding partners
- The Trust CEO will act as the 'case manager' in the event that an allegation of abuse is made against a Principal, where appropriate
- All Governors will read the current version of Keeping Children Safe in Education and complete the Prevent training programme.

4.3 Principals

Principals are responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly and ensure that staff are aware of and understand the school filtering and monitoring systems, manage them effectively and know how to escalate concerns
- Act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

4.4 All Staff, Trustees, Governors and Volunteers have responsibility for the following:

- Aware of and following the Barnet Safeguarding Procedures: <https://barnetfs.trixonline.co.uk/> and <https://www.londoncp.co.uk/>
- Know who the school's DSLs and the school's Link Governor for Child Protection and Safeguarding are;
- Have 'professional curiosity' and alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the DSLs
- Be aware of Local Authority Designated Officer (LADO) procedures and feel confident in being able to report concerns about other staff and the school or any activity taking place on the school premises
- Know that any concerns any staff have about a Principal, should be referred to the Trust CEO
- Have confidence to report low level concerns to the DSLs, Principals or the Trust CEO
- Aware of the Confidential Reporting (Whistleblowing) Code and where to obtain further information, advice and support
- Aware of the 'Guidance for Safer Working Practices when working with Children and Young People in Education settings, 2015', relevant sections of 'KCSIE 2024' and local procedures for 'Safer Working Practices': <https://www.londoncp.co.uk/>
- Ensure that their Child Protection training is up to date, undertaking refresher/update training at least every three years
- If Staff, Trustees, Governors and Volunteers have concerns regarding a child they should raise these with the DSL(s) who will normally decide to take the next step, (however, any member of Staff, Trustee, Governor or Volunteer in a school can make a referral);
- All Staff, Trustees, Governors and Volunteers are aware of the Barnet Safeguarding Children Partnership's Escalation Policy and Process which may be followed if a person fears their concerns have not been addressed: <https://thebarnetscp.org.uk/bscp/about-the-bscp/resolution-policy>

[https://www.proceduresonline.com/barnet/fs/files/escalation_procedure.pdf?zoom_highlight=escalation#search="escalation"](https://www.proceduresonline.com/barnet/fs/files/escalation_procedure.pdf?zoom_highlight=escalation#search=)

and of the SMAT Confidential Reporting (Whistleblowing) Code.

4.5 Trustees, Governors and School Leadership are responsible for ensuring:

- That they take leadership responsibility for the school's Safeguarding and Child Protection arrangements: (1) establishing a culture of Safeguarding within Saracens Schools, and (2) ensure that they have the knowledge to provide strategic challenge to test and assure themselves that safeguarding policies and procedures are in place and are effective and support the delivery of a robust whole school approach to safeguarding
- That they are up to date with emerging issues in safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Barnet
- There are robust safer recruitment procedures and a framework of checks, tracking and monitoring
- That schools have a nominated Link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority on matters of safeguarding in their school, liaising with other partners and agencies
- That they recognise that while all children should be protected, children with protected characteristics are potentially at more risk of harm, including those with SEND, and/or who are LGBT+ or are perceived to be
- That schools have a DSL (s) for Child Protection, appointed from the Senior Leadership Team and one who oversees and manages the activities and the activities of all other leads in the school. The number of DSLs needs to be sufficient in number depending upon the size and demands of the school.
- That the DSLs are fully equipped to undertake the safeguarding role and that they have access to the appropriate training, updates at least annually and certified training every two years
- That there is a DSL on the premises and available at all times during the school day and that there is a contact for school holiday activities on site. In exceptional circumstances where this is not possible, cover must be put in place by the leadership team to ensure that there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings and residential visits
- That all Trust schools have a nominated Link Governor for CIC (Children in Care/ Looked After Children and previously Looked After Children) and SEND alongside other nominated leads in the school on these issues
- That Trust schools have an appointed teacher who is responsible for Looked After Children who understands safeguarding responsibilities and is fully aware of the local safeguarding procedures and the school's procedures for reporting, responding and recording child protection concerns
- That there are procedures in place for handling allegations against staff or volunteers, and any concerns staff and volunteers have (including concerns about the setting) are brought to the attention of the LADO in every case. In the case of any allegation relating to staff or volunteers in Early Years Settings, further notification must be made to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the allegations being made
- That all staff (including volunteers and frequent visitors) who will be working in the Trust schools are given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with child protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a child's safety or welfare, and knowledge about the schools' policies and procedures
- That all staff have regular reviews of their own practice to ensure ongoing personal/professional development
- That all staff including volunteers receive the appropriate training which is regularly

updated;

- That schools have in place effective ways to identify emerging problems and potential unmet needs for individual children and families
- That important policies such as those for behaviour and bullying, are kept up to date
- That children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum with due regard to published guidance: **Teaching online safety in schools** <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- That the curriculum makes best use of PSHCE to cover safeguarding issues with children including covering relevant issues through Relationships Health and Sex Education
- That schools understand the need to identify trends and patterns regarding Children Absent from education and to respond to / refer where required
- Children absent from education can be an indicator of abuse, neglect, Child Criminal Exploitation (CME), Child Sexual Exploitation (CSE)
- To recognise the role of and engage with Virtual School Heads in overseeing the attendance, attainment and progress of children with a social worker
- That schools notify the MASH department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan
- That schools notify the MASH department if it is thought or known that a child or young person may be Privately Fostered
- That Trust schools use the Local Authority Case Referral Pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or Social Care
- Ensures that all Trustees, Staff, Governors and Volunteers are made aware of the Trust's Confidential Reporting (Whistleblowing) Code
- That all child protection records are kept centrally within a school, are kept up to date, are secure and are reviewed annually.
- That the Child Protection and Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website
- That the schools communicate with parents and carers to reinforce the importance of online safety and to share information about the schools systems in this regard.

4.6 All Staff, Trustees, Governors and Volunteers have responsibility for the following:

- Ensuring that all staff, trustees, governors and volunteers are competent to carry out their responsibilities for safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all staff, trustees, governors and volunteers feel able to share and report a concern, know how to do this, who to and record where appropriate to the role
- Creating a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in their school's development including the use of a Pupil Leadership Team/School Council and School Counsellor
- As part of the culture of listening, acknowledge that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected
- That the buildings; including its surroundings, are safe and one where children can feel safe.
- That parents/carers know about our principles in safeguarding, who along with the local community are made familiar with, including making public on our website and are able to participate in any policy, procedure or initiatives which contribute to the safety of the children in that local community
- That schools follow the protocols for school security, specifically on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with safer recruitment practice.

4.7 Creating a safe environment and culture of safeguarding:

- We will ensure that all staff / anyone who has contact with a child or young person including Trustees, Governors and volunteers are competent to carry out their responsibilities for safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all staff including volunteers feel able to raise concerns, along with being supported in their safeguarding role
- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in their school's development (use of a Pupil Leadership Team/School Council and School Counsellor).
- That the building; including its surroundings, are safe and one where children can feel safe
- That parents/carers know about our principles in safeguarding, who along with the local community are made familiar with, including making public on our website and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community
- That we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE requirements regarding the Single Central Record
- We recognise the host families, homestays/exchange visits abroad and the need to provide safe provision and exchanges
- We recognise that where one of our schools place a pupil, we are responsible for the safeguarding of that pupil and will check and review those arrangements to reassure ourselves of those safeguarding arrangements and that of the health, safety and wellbeing of that pupil. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement.

4.8 Recruitment, staffing:

To protect children, we must:

- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required
- Where relevant, check the identity of a person being considered for appointment and their right to stay in the UK
- Where a successful candidate has lived or worked outside the UK, undertake overseas checks in accordance with DfE guidance:
<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>
- Ensure staff and volunteers undergo appropriate checks via the DBS relevant to their post
- Be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required
- Have procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed, removed due to safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty
- Make use of the DBS Service where appropriate
- Ensure that applications are scrutinised and further enquiries are made and evidenced around any clarification or need for further exploration, including the outcome of any online searches about the applicant
- Have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor or Trustee. Any training will be at a standard to ensure that it equips them with the necessary knowledge and skills
- Pursue references with measures in place to ensure proper scrutiny
- Raise an alert with the CEO or Chief Financial and Operating Officer (CFOO) if there are gaps in references and / or any missing references

- Ensure that our Volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children
- Ensure that all our Trustees and Governors have an enhanced DBS and other checks that may be required
- Ensure that we understand safeguarding requirements when schools hire out their premises, ensuring that checks are in place to protect the children / young people who attend clubs, holiday schemes and other activities on school premises
- Be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people, the school, the local community and or viewed to be inflammatory e.g. banned political groups.

5. Safeguarding Processes and Procedures

The Trust's schools will deliver their responsibilities for identifying and acting on early help needs, safeguarding and child protection in line with the policies and procedures identified in the Barnet Safeguarding Children Partnership Policies and Procedures Guidance, available at: <https://thebarnetscp.org.uk/bscp/professionals/early-help>

A threshold document is available and assists with meeting a child's needs in Barnet, this document can be found at:

<https://thebarnetscp.org.uk/bscp/news/new-briefing-notes-for-mash-lado-and-thresholds>

5.1 Early Help Assessment

All Trustees, Staff, Governors and Volunteers are made aware of what Early Help Assessment means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the DSL, liaising with other professionals and supporting children identified in the school (i.e. potentially vulnerable and those who are vulnerable) who may need Early Help intervention.

The provision of Early Help Assessment should form part of a continuum of help and support to respond to the different levels of need of individual children and families – for more information refer to Barnet's 'Early Help Offer':

<https://thebarnetscp.org.uk/bscp/professionals/early-help>

MASH is Barnet's first point of contact and referral service for children; including advice, support and next steps - Early help and intervention, and for welfare and child protection concerns.

We will follow the referral process for all Early Help requests by using an electronic form made available on:

<https://www.barnet.gov.uk/www/working-children-barnet/practitioner-guidance/child-and-family-early-help-hubs/how-access-early>

When referrals are received, they are screened, and advice is given around the next steps to take.

5.2 Referring to MASH

The SMAT will ensure that if any Members, Trustees, Staff, Governors and Volunteers have concerns about the welfare and safety of a child, discussions take place with the DSL as soon as they are aware or know about a concern. The DSL will act upon the information received; however, we also recognise **any one** can make a referral into social care.

Where welfare and safeguarding concerns are identified e.g. a child having an injury or a child has made a disclosure of sexual abuse, this is a child protection concern and safeguarding

procedures must be followed. An **online referral** must be made to the Barnet's MASH for referral into Children's Social Care and saved on CPOMS. As the form times out after 20 minutes it is important to have all the relevant paperwork to hand before logging on.

If the child has been the subject of an Early Help Assessment then a copy of the assessment, together with a copy of the Multi-Disciplinary Plan, should be attached to the referral. If the professional does not have a copy, reference to the completed Early Help Assessment should be made in the referral. Details within the reference should include: who undertook the assessment, and their contact details if known.

When a member of Staff, Trustee, Member, Volunteer, parent, practitioner, or another person has concerns for a child, and if the school are aware that a social services case is open, they should discuss with the Allocated Social Worker or their manager to request escalation to MASH. If the child does not at that time have a lead professional or allocated Social Worker the school should contact the MASH to establish if the family have ever been known to social care, before completing an online referral.

Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately **prior to the child returning home and as soon as the school become aware of this.**

Essential information for making a referral includes:

- Full names and dates of birth for the child and other members of the family
- Address and daytime phone numbers for the parents, including mobile numbers
- The child's address and phone number
- Whereabouts of the child (and siblings)
- Child and family's ethnic origin
- Child and family's main language
- Actions taken and people contacted
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information
- The details of the person making the referral.

Other information that may be essential:

- Addresses of wider family members
- Previous addresses of the family
- Schools and nurseries attended by the child and others in the household
- Name, address and phone number of GP/Midwife/Health Visitor/School Nurse
- Hospital ward/consultant/named nurse and dates of admission/discharge
- Details of other children who may be in contact with the alleged abuser
- Details of other practitioners involved with the family
- Child's legal status and anyone not already mentioned who has parental responsibility
- History of previous concerns and any previous Child and Family Court Advisory Support Service (CAFCASS) reports CAF or Initial Assessments completed
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

5.3 Records

All concerns about a child will be recorded and records kept. This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. Trust schools will endeavor to keep centralised records, hold them as private and confidential records but allow access to key staff who are designated in a role to safeguard children at the school.

We will follow the Local Authority's current guidance on the keeping, secure transfer and retention of records and follow any instruction. When a pupil moves school, any child protection file will be transferred as soon as possible, and within 5 days for an in-year transfer, or within 5 days of the start of a new term.

5.4 Recruitment All Trustees, Staff, Governors and Volunteers

SMAT will ensure that safer recruitment practices are always followed and that the requirements outlined in the 'Keeping Children Safe in Education September 2024' and any supporting DBS documentation are followed in all cases.

All interview panels will have at least one member who has undergone Safer Recruitment Training with the necessary skills and knowledge. We will in all cases check on:

- The identity of candidates
- Their professional qualifications
- Their right to work in the UK
- Whether there are any gaps in the candidates' employment records and clarify the reasons for them at interview
- The candidates' understanding of safeguarding responsibilities and practice.

The following checks will also be carried for the successful candidate:

- That a valid DBS disclosure exists (undertaking a further application if required) to include a barred list check for those engaged in a regulated activity
- Verification of their mental and physical fitness to carry out the role to which they are appointed
- A satisfactory search of their online presence with any concerns discussed with the candidate
- Where the person has lived or worked outside the UK, any further necessary overseas checks
- For those involved in teaching work, confirmation that they are not subject to a prohibition order issued by the secretary of state, or are subject to any GTCE sanction or restriction
- For those in a management position, confirmation that they are not subject to a s128 direction made by the Secretary of State
- Receipt of at least at least two satisfactory references, including their current employer – where it is not possible to obtain references in the required form, additional references may be obtained and trust CEO or Chief Financial and Operating Officer (CFOO) will carry out a risk assessment before confirming the offer of employment. References will be verified.

Trust schools will have a Single Central Record which will cover all Members, Trustees, Staff and Governors, and where necessary according to their role and responsibilities, volunteers. We will ensure this record is regularly updated and reviewed in line with National and Local requirements.

We will ensure that all Trustees, Staff, Governors and Volunteers are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed.

SMAT will ensure there is a Staff Code of Conduct, ensuring all Staff and Volunteers are familiar with Safer Working Practices which includes all new staff, volunteers and all others working within the school.

This also includes advice on conduct, safe use of mobile phones and guidance on personal / professional boundaries in emailing, messaging, or participating in social networking environments.

We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process and if in any doubt will seek further HR and or legal advice.

The Disclosure and Barring Service (DBS);

The DBS helps employers make Safer Recruitment decisions to prevent the appointment of unsuitable people from working with vulnerable groups, including children. The DBS are responsible for:

- Processing requests for criminal records checks
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list
- Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales and Northern Ireland
- Providing an online DBS service.

The DBS search police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant.

A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met. The definition can be found in Part V of the Protection of Freedoms Act 2012 and at DBS Guide to Eligibility: <https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance>

Trust schools must follow the statutory guidance on regulated activity, the role of a supervised volunteer and the unsupervised volunteer as outlined in the 'KCSIE September 2024, Annex F'.

5.5 Dealing with allegations against staff and volunteers who work with children

Trust schools will adhere to the procedures set out under 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff), found at the following links: <https://thebarnetscp.org.uk/bscp/professionals/lado-1> and https://www.londoncp.co.uk/chapters/alleg_staff.html

The procedures followed in Barnet when allegations against staff are made can be found in Section 7 of the London Child Protection procedures: https://www.londoncp.co.uk/chapters/alleg_staff.html

If a member of staff has concerns about another member of staff, then this will be referred to the school's Principal. Where there are concerns about a school's Principal this will be referred to the school's Chair of Governors.

We will ensure that all allegations are discussed with the Local Authority Designated Officer (LADO) for LB Barnet in every case and by an appropriate member of the Senior Leadership Team. Where the allegation relates to staff working in an Early Years setting, a referral will also be made to Ofsted within 14 days.

We will inform all our staff that anyone can report directly to the LADO any concerns about a member of staff.

See flowchart in Appendix B

Trust schools will ensure that they have followed all the necessary duties and processes under this process and under whistle blowing and this will be undertaken in accordance with Local Authority guidance.

Where there are allegations that are substantiated, the schools will fully ensure any specific actions are undertaken on management and exit arrangements as outlined in Part 4 of 'Keeping Children Safe in Education Guidance 2024'.

6. Management of the Policy

The Trust Board of the SMAT and each School's Governing Body will:

- Ensure all Trustees and Governors are effective in the management of safeguarding
- Ensure all Staff, Trustees, Governors and Volunteers read and have access to this policy
- Ensure that this policy is displayed on the school's website
- Ensure that this policy is overseen to ensure its implementation
- Ensure that the Trust reviews its content on an annual basis.

The Principals will report annually on safeguarding activity and progress within the school setting to their school's Local Governing Body and through the Chair of Governors to the Trust Board.

The DSL will complete an Annual Safeguarding Audit and an Action Plan which will be used to report on safeguarding activity and progress to the Governors. A copy of this will be submitted to the Trust and where required to the Local Authority.

Principals should report any significant issues to the Chair of their Local Governing Body that may have an impact on safeguarding in the school setting and use the processes with the Local Authority to report.

7. Links with other policies

This policy links with the following Trust's policies and procedures:

- Procedure for Handling Allegations of Abuse Made Against Staff & Volunteers
- Procedure for Handling Allegations of Child on Child Abuse
- ICT acceptable use policy and agreement (Pupil, Staff and Volunteers)
- Attendance Policy
- Special Educational Needs/Disability (SEND) and Inclusion Policy
- Complaints Policy and Procedure
- Staff Disciplinary Procedures
- Behaviour for Learning and Discipline Policies.

APPENDIX A – Contact information

➤ **Multi Agency Safeguarding Hub (MASH) Team**

London Borough of Barnet
2 Bristol Avenue
Colindale
London
NW9 4EW

<https://www.barnet.gov.uk/directories/directme/multi-agency-safeguarding-hub-mash-team>

Phone numbers: 020 8359 4066 - Monday to Thursday 9am - 5.15pm and Friday 9am - 5pm.
Outside of these hours contact the emergency duty team on 020 8359 2000.

Email: mash@barnet.gov.uk

On-line referral form:

<https://www.barnet.gov.uk/children-and-families/keeping-children-safe/worried-about-safety-child>

➤ **LADO (Local Authority Designated Officer) via MASH – Rob Wrattan**

Barnet Safeguarding Lead: Liam Foote

Phone Number: 0208 359

2995 **Email:**

liam.foote@barnet.gov.uk

➤ **Police Non-Emergencies: 101** can route non-urgent referrals through to the PREVENT Team

➤ **Police Safer Schools Team**

Schools Office - 020 8733 5857 SX-Schools@met.pnn.police.uk

SXMailbox-.Schools@met.pnn.police.uk

➤ DFE- one single access web link to access all local authorities reporting webpage or phone number for any concerns/worries about a child, young person and vulnerable adults <https://www.gov.uk/report-child-abuse>

➤ **CEOP:** <https://www.ceop.police.uk/>

➤ **NSPCC - National Helpline (including radicalisation):**

0808 800 5000 from 8am to 8pm Monday to Friday

NSPCC – Abuse in Education 0800 136 663

Website:

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>

Email: email help@nspcc.org.uk

➤ **Childline:** 0800 1111

➤ **Domestic Abuse:** <https://www.operationencompass.org/> 0808 2000 247

➤ **SARACENS MULTI-ACADEMY TRUST**

Link Trustee for Safeguarding is: Mark Hodges

➤ **SARACENS BELL LANE SCHOOL**

Designated Safeguarding Lead: Beth Hanham

Deputy Designated Safeguarding Leads:

Violeta Tudorache, Laureta Zikiri, Mohammad Hajikhalil & Liana Aironi

The Appointed Teacher for SEND: Liana Aironi

Appointed Teacher for Looked After Children/virtual school is: Beth Hanham

Designated Lead for Anti- Bullying is: Liana Aironi

Link Governor for Safeguarding is: Eleanor Bennett

Designated Link Governor SEND is: Segun Akande

Designated Link Governor for Looked after Children (Child in Care): Roger Coral

➤ **SARACENS HIGH SCHOOL**

Designated Safeguarding Lead: Sonia Green

Deputy Designated Safeguarding Leads:

Dr Matthew Stevens, Maria Alexa, Simon Lindall, Femi Olufola, Wendy Mander and Jane Smallwood

The Appointed Teacher for SEND: Maria Alexa

The Saracens High School Appointed Teacher for Looked After Children/virtual school is: Maria Alexa

Designated Lead for Anti- Bullying is: Sonia Green

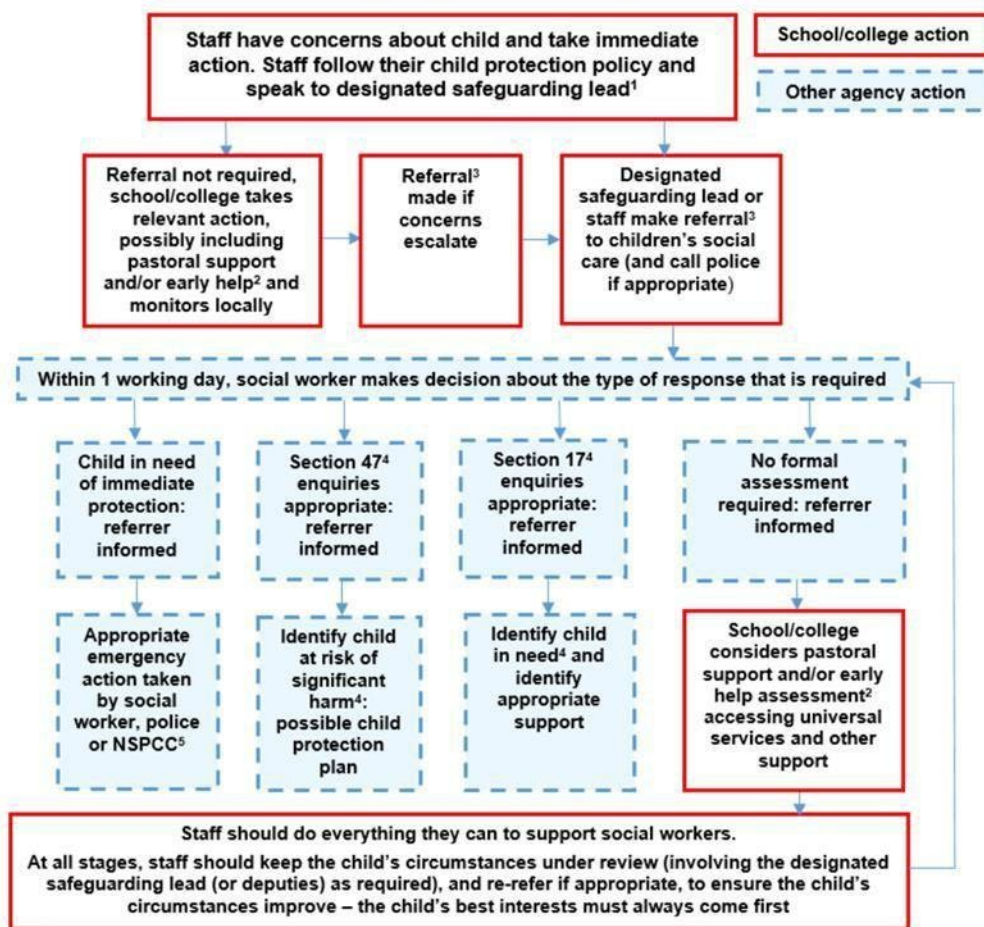
Link Governor for Safeguarding is: Kaarin Scanlon

Designated Link Governor SEND is: Kaarin Scanlon

Designated Link Governor for Looked after Children (Child in Care): Kaarin Scanlon

Appendix B

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).