LEAP

SAFEGUARDING POLICY

Policy Author	Trust Designated Safeguarding Lead/ DSL
Trust Key Reader	KB
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LEAP MAT
Dinnington High School Safeguarding Policy incorporating Child Protection: Keeping Children Safe in Education

Policy Consultation & Review

The LEAP MAT has an overarching safeguarding policy incorporating child protection which each academy within the trust then builds upon to ensure locally agreed multi-agency safeguarding arrangements by the three safeguarding partners are implemented (as advised within Keeping Children Safe in Education (KCSE) 2023).

Each school within the LEAP MAT uses an overarching LEAP policy but then personalises it and has their own bespoke policy on their individual website; copies are also available on request from the each school office. We also inform parents and carers about this policy when their children join each academy and through each academy's newsletter.

Within each academy, their bespoke policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct and Behaviour Policy. In addition, all members of staff are provided with Part One of the statutory guidance *'Keeping Children Safe in Education'*, DfE, 2023 (KCSE) and are made aware of the role of the designated safeguarding team, as well as everyone's responsibility for monitoring attendance to help prevent children missing from education.

Our policy will be reviewed in full by the Board of Trustees on an annual basis.

The policy was updated September 2023 in light of new statutory guidance, Keeping Children Safe in Education 2023. It is anticipated that Annex 4 (policy addendum linked to COVID-19) will be updated if new guidance comes into effect or should there be a local/ national lockdown.

(NB: KCSE p.. – refers to Keeping Children Safe in Education 2023, paragraph…)

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1. PURPOSE & AIMS

1.1 The purpose of LEAP Multi-Academy Trust (Brinsworth Academy and Dinnington High School) safeguarding policy is to ensure every child who is a registered student at one of our Academies is safe and protected from harm. This means we will always work to:-

- Ensure a child centred and coordinated approach to safeguarding
- Protect children and young people at our Academies from maltreatment
- Prevent impairment of our children's **mental and physical** health or development
- Ensure that children and young people at our Academies grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable children and young people at our Academies to have the best outcomes.

1.2 This policy gives clear direction to staff, volunteers, visitors and parents/carers about expected behaviour and our legal responsibility to safeguard and promote the welfare of all students at our Academies.

1.3 Our Academies fully recognise the contribution they make to protect children from harm and supporting and promoting the welfare of all children who are registered students at our Academies. This will also include identifying children who may benefit from early help. The elements of our policy are **prevention, protection and support**.

1.4 This policy applies to all students, staff, parents/carers, Governors, Trustees, volunteers and visitors.
The policy should be read in conjunction with other LEAP policies notably Staff Safeguarding Code of Conduct, Behaviour policy, Staff and Student Acceptable Use Agreements, Information Technology Security Document, GDPR Data Protection Policy, GDPR working practices document, Anti-Bullying Policy and the Searching and Screening policy.

1.5 This policy recognises COVID-19 safeguarding advice for schools as outlined in Appendix 4; it is this section of the policy that will more than likely be updated in response to any government guidance regarding future closures and blended learning or other updated advice for schools).

1.6 This policy includes online safeguarding throughout with sections 13 -28 focusing on technology and its use in school and the importance of filtering and monitoring.

What is Abuse?

1.7 **All staff** should be aware of indicators of abuse and neglect and understand that **children can be at risk of harm inside and outside of the school, inside and outside of home and online** (**contextual safeguarding**; this will enable to identify cases of children who may be in need of help or protection and those who would benefit from **early help.**

Emotional abuse and neglect
Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. **Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.** Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children (this is known as child on child **abuse and it is important staff**

know how we will deal with this in school – see section 12). (See Appendix 2 for more detailed definitions).

Staff should be mindful of the **use of technology** as online abuse can take place concurrently. Children can also abuse peers online eg harassment, misogynistic /misandrist (KCSE 2023 p24) messages, non-consensual sharing of indecent images, sharing abusive images, pornography.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sending, sharing, receiving sexual images (nudes/ semi-nudes) put children in danger. It is important to recognise that **extra-familial** (outside the family) harms can take a variety of forms e.g. CSE CCE and staff need to be aware of such risks.

Where staff are unsure, they should always speak to the Designated Safeguarding Lead (DSL)

It is also important to recognise that students may not feel ready to tell someone that they are being abused, exploited or neglected nor may they recognise their experiences as being harmful (KCSE p19); this should not prevent professional curiosity nor relationship building with a trusted adult.

Child on Child abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse) and need to be clear on procedures to handle such concerns. And that it can happen both inside and outside of school and online. It is important that all staff recognise that girls are more likely to be victims and boys' perpetrators, but all child on child abuse is unacceptable and will be taken seriously. The indicators and signs of child on child abuse can vary between girls and boys and it is important that staff know how to identify abuse and respond to reports.

As a staff, we recognise that that even if there are no reports of child on child harassment and abuse, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should respond to these and inform the designated safeguarding lead /team.

It is the important that all staff challenge inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh" or "part of growing up" creates a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. It is therefore vital to have a **zero-tolerance approach** to abuse.

Child on child abuse can include a range of behaviours such as bullying; abuse in intimate personal relationships between peers; physical abuse such as hitting, shaking; sexual violence, such as rape; sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment; consensual and non-consensual sharing of nudes and semi nudes' images; upskirting; initiation/hazing type violence and rituals. All of these examples could also involve an online element too. See Appendix 2 for further details.

Section 12 of our policy will also explore this issue in greater depth.

Child sexual exploitation (CSE) and Child criminal exploitation (CCE)

KCSE makes particular reference to these 2 types of abuse and this emphasises the importance that ALL staff are aware of the signs and indicators of such abuse where an individual or group takes advantage of **an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity in exchange for something the victim needs or wants and /or for the financial advantage or increased status of the perpetrator.** The experience of girls exploited may be different to those of boys; the indicators of CCE may also differ. Risk factors which increase the likelihood of involvement in **serious violence** include, being male, frequent absence from school, previous involvement in offending and having experienced child maltreatment. Some do not realise that they are being abused and believe that they are in a consensual romantic relationship (KCSE p42). More information including definitions and indicators are included in Appendix 2.

Domestic abuse

ALL staff need to be aware that domestic abuse is: **The Domestic Abuse Act 2021** sets out the detailed statutory definition of domestic abuse. The guidance clarifies that the behaviour of a person ("A") towards another person ("B") is classified as domestic abuse if they are both aged 16 or above and are "personally connected" to each other, and the behaviour is abusive regardless of gender or sexuality

The guidance defines behaviour as abusive if it consists of any of the following:

- Physical or sexual abuse
- Violent or threatening behaviour
- Controlling or coercive behaviour
- Economic abuse
- Psychological, emotional or other abuse

Children can be victims of domestic abuse through:

- Intimate partner abuse.
- Teenage relationship abuse.
- Abuse by family members.
- Child-to-parent abuse.

In addition, all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. The Act recognises children as victims of domestic abuse if they see, hear or experience the effects of domestic abuse and they fall under the "parental responsibility" of the victim or perpetrator. A child may be considered a victim of domestic abuse, therefore, if one parent is abusing another parent, or where a parent is abusing, or being abused by, a partner or relative. Experiencing domestic abuse is also recognised as an Adverse Childhood Experience (ACE) meaning that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Our school is part of **Operation Encompass,** where we receive alerts from the police where children have been present/live in the household where there has been a domestic abuse incident; staff of that child are alerted to monitor closely and report concerns to the safeguarding /pastoral teams so that we can best support the student (see section 6.4).

Staff should be alert to some of the impacts of domestic abuse on children, for example:

- Feeling anxious or depressed
- Low self-esteem and difficulties forming healthy relationships

- Hypervigilance in reading body language or changes in mood or atmosphere
- Having difficulty sleeping or nightmares
- Physical symptoms, such as stomach aches or bed wetting
- Delayed development or deterioration in speech, language and communication
- Reduction in school attainment, truancy, or risk of exclusion from school
- Increased application to activities outside the house
- Inconsistent regulation of emotions
- Becoming aggressive or withdrawn
- Managing their space within the home so they are not visible
- Using alcohol or drugs
- Self-harm

Mental Health

The inclusion in the safeguarding definition, KCSE (p4), to include mental and physical health, clearly indicates the importance of being aware of the impact of mental health within safeguarding.

All staff should also be 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.

However, whilst, it should be noted that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, **staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.** Where staff have concerns, these should be passed on using our established safeguarding procedures.

Additional guidance on these safeguarding issues as well as issues such as Honour Based Violence, Female Genital Mutilation, Forced Marriage Domestic Abuse, Peer on Peer abuse, Sexual Harassment and Violence, Upskirting, Child Criminal Exploitation, Children and Court System, Family Members in Prison, Preventing Radicalisation and peer on per abuse can be found in Appendix 2 and Appendix 3. Information about the indicators of abuse is also found in Rotherham Local Safeguarding Children's Partnerships procedures **https://rotherhamscb.proceduresonline.com/**

Where children have suffered abuse and neglect, or other potentially traumatic **adverse childhood experiences (ACEs**), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education (see Appendix 2 for further information).

It is important to recognise that in the wake of the Covid-19 pandemic, we need to be particularly mindful of student and staff well-being – that people will react differently and we will need to support over time.

Staff should refer to the Staff Planner for a summary of signs and indications of abuse, with further details in KCSE paragraphs 20-50. Staff should be particularly aware of vulnerable groups of students including

- Students with SEND*
- Students with mental health issues*
- Young carers
- Students drawn into antisocial/criminal behaviour
- Students who frequently go missing, persistently absent for part of the day *

- Looked after children, returning from care, privately fostered, previously looked after*
- Students misusing drugs/alcohol
- Students at risk of modern slavery, trafficking or exploitation, radicalisation
- Students at risk of honour-based abuse such as Female Genital Mutilation (FGM), Forced Marriage
- Students living in challenging family situations
- Students showing early signs of abuse and/or neglect

*See section 5 for more details

Early Help and Support for Children In need

Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. We will work with local agencies in Rotherham or the area in which the child/family reside to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. We will monitor and review cases and 'step up' should the child's situation not appear to be improving or is getting worse. We understand the importance of contextual safeguarding and looking at harm outside of the home.

2. OUR ETHOS

2.1 **Safeguarding and promoting the welfare of children is everyone's responsibility (KCSE para 2) and as such safeguarding underpins all of our work.** The child's welfare is of paramount importance and their best interests are at the heart of all practices. Our Academy will establish and maintain an ethos where students feel secure, are encouraged to talk, are listened to and are safe. Children at our Academy will be able to talk freely to any member of staff if they are worried or concerned about something and their **wishes and feelings** will be taken into account when determining action. Staff need to be aware of their duties under both the Human Rights Act and The Equality Act (See LEAP Equality Policy) to ensure that they do not discriminate against students and particular attention is paid to supporting their protected characteristics (KCSE p83-93) as it is acknowledged that some students may be more at risk of harm from specific issues such a **sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination.** Posters found throughout school and in every classroom give advice about our safeguarding team. Our website signposts to help beyond school. Regular assemblies and form time activities advertise how to report concerns in school to increase awareness and reassure students that they will be taken seriously.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

2.2 **Everyone who comes into contact with children and their families has a role to play in safeguarding children.** We recognise that all staff in our Academy play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned.** The **best interests of the child** must be at the centre of everything we do. This is particularly true when thinking about sexual harassment and online sexual harm: all staff must assume our students experience such behaviours and this be a basis of our work pastorally and within the curriculum.

2.3 All staff, Trustees/Governors and regular visitors will, through induction and training, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Our curriculum lessons along with our assembly and tutor time provision with form tutors play a significant role in raising awareness with students about how to stay safe, including e-safeguarding. We use outside agencies and theatre in education events to complement the work of staff around issues such as CSE/grooming, domestic violence and positive relationships.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018, updated Dec 2020).
Link:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf

2.6 OPPORTUNITIES TO TEACH SAFEGUARDING

Teaching about a range of safeguarding issues (eg hate incidents, derogatory language, healthy relationships, online safety, wellbeing) is a **key preventative measure** and all staff should look for opportunities to link key safeguarding messages to their curriculum work to reinforce our policy and practice. Within the Life curriculum is included the statutory Relationships and Sex Education (RSE), Health Education as well as work around British Values and Careers preparation. Staff can also visit the following for further advice about teaching RSE.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

Online safety and remote teaching – please refer to the safeguarding addendum (Appendix 4) for guidance about staff conduct and procedures for online learning and teaching. See also the LEAP Safeguarding Staff Code of Conduct. We also use UKCIS resources to help create our online safety curriculum which should be an interrelated theme throughout the curriculum.

All our **Personal Development** work, supports our safeguarding work as we use all interactions, including tutor, assemblies and all lessons to reinforce the importance of respectful and healthy relationships in all aspects of life. Our strong pastoral system plays a key role in this.

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Dinnington High School Designated Safeguarding Lead (DSL)	Ms R Parks	r.parks@din.leap-mat.org.uk
Named Safeguarding Governor	Mrs S Brooks	s.brooks@din.leap-mat.org.uk
Named Safeguarding Trustee	Mrs K Bottomley	info@leap-mat.org.uk

3.1 It is the responsibility of ***every*** member of staff, volunteer and regular visitor to our Academy to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students at Dinnington High School. This includes the responsibility to provide a safe environment in which students can learn.

The Board of Trustees and local governing bodies

3.2 The Board of Trustees is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Board of Trustees takes collective responsibility to safeguard and promote the welfare of our students, we also have a named Trustee who champions safeguarding within the Multi-Academy Trust. Within each local governing body, there is a named safeguarding governor who works with the Designated Safeguarding Lead (DSL) and also the named Trustee.

3.3 The Board of Trustees will ensure that:-

- The safeguarding policy is in place and is reviewed annually, is available publicly via our Academy website and has been written in line with Local Authority guidance and the requirements of Rotherham Local Safeguarding Partnership policies and procedures.

  Each Academy in this Trust contributes to inter-agency working in line with Working Together to Safeguard Children (2018), updated December 2020. In Rotherham, a termly **DSL Forum** is a collective mechanism for engaging with the 3 safeguarding partners in the borough. The school regularly meets with the Early Help Locality manager as part of a wider safeguarding team to support students and families in our local area.

  Each Academy has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism. This may include making a referral to the **Channel** programme which provides a mechanism for schools to make referrals via Rotherham multi-agency safeguarding hubs (MASH) if they are concerned that an individual might be vulnerable to radicalisation (see Appendix A for further details on Preventing radicalisation, Prevent Duty and Channel and additional information about terrorism).

  Each Academy has due regard to the **mandatory** reporting duty, which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years (see Appendix 3 for further details on Honour based violence and FGM).

A member of the senior leadership team in each Academy is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. **There will always be cover for this role.**

All staff, Trustees/Governors receive a safeguarding induction and are provided with Part One of 'Keeping children safe in Education', the staff safeguarding code of conduct and Behaviour Policy and a copy of this policy.

All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Procedures are in place for dealing with allegations against members of staff, including supply staff (who although not directly employed by the school, the school will take a leading role in following through the allegations and volunteers in line with statutory guidance.

Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' (2023) and also Rotherham's safeguarding procedures. (https://rotherhamscb.proceduresonline.com) Our safer recruitment procedures are outlined in the LEAP Trust Safer Recruitment procedures document.

We remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 The Board of Trustees/Governors will receive a safeguarding report at each meeting. It will not identify individual students.

The Principal

3.5 Within LEAP Multi-Academy Trust each Principal is responsible for:-
Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL)
Identifying an alternative member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role
Ensuring that the policies and procedures adopted by the Board of Trustees, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures
Liaise with the LADO, via Rotherham's multi-agency safeguarding hub, in the event of an allegation of abuse being made against a member of staff.
Ensuring that all staff receive relevant training to enable them to carry out their roles, including the appropriate use of ICT
Reviewing and responding to safeguarding incidents and liaising with the IT support team

The Designated Safeguarding Lead

3.6 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined paragraphs 103-106 *'Keeping Children Safe in Education'.* The DSL is a member of the Senior Leadership Team who takes **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and

monitoring systems and processes in place) This requires key pastoral leads and the SENDCO working closely with the DSL to understand the educational progress and attainment of children including those who have had/have a social worker and maintaining a culture of high aspirations for children as well as providing additional academic support or reasonable adjustments to help children meet their potential.
The DSL will provide advice and support to other staff on child welfare and child protection matters.

The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. (See KCSE, Annexe C for further details of the role). All Trustees and Governors should be aware of the complexities of this role to support the DSL.

3.7 The DSL/DSL team at each Academy will ensure appropriate representation of the Academy at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL/ DSL team will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments.

3.8 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely through the use of CPOMS.

3.9 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by the local Safeguarding Partnership.

3.10 The DSL (and DSL team) complete regular training in line with statutory guidance. In addition, information is shared from local safeguarding forums as well as other safeguarding sources of support.

3.11 During term time, the designated safeguarding lead and/or a deputy are available (during school hours) for staff in the school to discuss any safeguarding concerns.

<u>All staff:</u>

3.12 All staff are responsible for implementing safeguarding related policies and reporting any concerns of abuse, neglect or suspected misuse of ICT, using agreed procedures

4. TRAINING & INDUCTION

4.1 All staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively (including online safety which includes their role in relation to filtering and monitoring). When new staff, Trustees, Governors, volunteers or regular visitors join our Academies they will be informed of the safeguarding arrangements in place. They will be given a copy/sent an electronic copy of our LEAP safeguarding policy along with the staff safeguarding code of conduct, KCSE Part I and the Behaviour Policy and told who our Designated Safeguarding Lead/Safeguarding team are.

4.2 New staff, Trustees/Governors or long-term volunteers will have an induction meeting that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality as well as including online safety which includes their role in relation to filtering and monitoring. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our Academy and the remit of the role of the Designated Safeguarding Lead.

4.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with '*Keeping Children Safe in Education'* (2023) and advice from the local Safeguarding Partnership. All staff members will also receive regular safeguarding and child protection updates (for example, via e-mail or at staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This includes annually completing online training (Hays L1 Safeguarding and child protection).

4.4 All regular visitors and volunteers to our Academies will be given a set of our safeguarding procedures; they will be informed of whom our DSL and DSL Team are and what the recording and reporting system is.

4.5 The DSL, the DSL team and any other member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Rotherham Local Safeguarding Partnership/ national charity e.g. NSPCC, at least once every two years. They will also receive regular safeguarding updates throughout the school year in order to keep up with any developments relevant to their role.

4.6 Our Board of Trustees/governors will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our Academy. Training for Trustees to support them in their safeguarding role is available from Governor Development Service.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of '*Keeping Children Safe in Education*' (2023) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation, Honour Based Violence, Children Missing from Education and Preventing Radicalisation, Peer on Peer abuse, Sexual Harassment and Violence, Homelessness, Courts System and Family Members in prison as well as other key areas. In addition, local guidance can be accessed via Rotherham Local Safeguarding Partnership website http://www.rscp.org.uk/ The DSL will also provide regular safeguarding updates for staff.

5. PROCEDURES FOR MANAGING CONCERNS

5.1 LEAP Multi-Academy Trust adheres to child protection procedures that have been agreed locally through Rotherham's Local Safeguarding Partnership.

5.2 Every member of staff including volunteers working with students at our schools are advised to maintain an attitude of ***'it could happen here'*** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

5.3 It is ***not*** the responsibility of Academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. **All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.**

5.4 The DSL or DSL team should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our Academy. **Any member of staff or visitor to the Academy who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or member of DSL team.** In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff (See staff planner for simple chart ”What to do”).

5.5. If a child is in **immediate danger or risk of harm**, a referral should be made to Children’s Social Care and/or the Police immediately. Anyone can make a referral, but in situations where referrals are not made by the DSL or DSL Team, they should be informed as soon as possible afterwards that a referral has been made by someone else (see 5.10). Please see section 12 for concerns and disclosures linked to child on child abuse.

5.6 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using CPOMs.

5.7 Following receipt of any information raising concern, the DSL / DSL team will consider what action to take and seek advice from Rotherham Children’s Social Care Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Local Safeguarding Partnership procedures.

5.9 If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL; where necessary, we will consider following the local safeguarding board escalation procedures when working with external agencies to ensure better support for the child. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Rotherham Multi-Agency Safeguarding Hub (MASH) / Sheffield safeguarding hub for Sheffield residents, or the police if:-

the situation is an emergency and the designated senior person, Designated Safeguarding Team and the Principal/Vice Principal are all unavailable they are convinced that a direct report is the only way to ensure the student’s safety

(Rotherham MASH 01709 336080)

(Sheffield safeguarding hub 0114 273 4855)

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures as outlined in this policy should raise their concerns with the Principal or the Chair of Trustees. If any member of staff does not feel the situation has been addressed appropriately at this point, he/she should contact the Safeguarding Children’s Partnership (Rotherham 01709 823914) directly with their concerns.

5.12 If staff members have concerns about another staff member then this should be referred to the Principal/Chief Executive. **Where there are concerns about the Principal/Trust staff this should be referred to the Chief Executive. If concerns are about the Chief Executive this should be referred to the Chair of Trustees**. Staff should also refer to our Whistleblowing Policy.

Children Missing from Education (CME)

5.13 Staff must be aware that for children absent from school/ repeatedly going missing, may be a sign of a range of safeguarding possibilities including abuse (including bullying, sexual harassment, online sexual harm) and neglect or child exploitation, including county lines. It could also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation (FGM) or forced marriage.

5.14 **Registers** are taken at the start of each session and also during each lesson to track/monitor attendance daily. Early intervention is necessary to try to identify underlying issues and help prevent further missing episodes.

5.15 When absence is unexplained, our attendance team will endeavour to contact families from the first day of absence to ascertain reasons for absence. We always ask for at least 2 emergency contacts when a child starts school.

5.16 We will closely monitor attendance patterns to try to pinpoint any specific issues. We work with Early Help Attendance leads to support good school attendance. Where we have serious concerns, both Children's Social Care and/or Police will be notified immediately. Within school we have a list of key vulnerable students whose attendance is always checked early each morning as a priority.

5.17 Positive working relationships are key to building trust between home and school to promote the importance of attendance. We also work closely with the Local Authority's Children Missing from Education Team (see Attendance Policy).

Children potentially at greater risk of harm

5.18 All staff should be aware that a child's experiences of adversity and trauma (**ACEs – Adverse Childhood Experiences)** can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. As such they may need a social worker due to safeguarding or welfare needs. Local authorities should share the fact a child has a social worker and this will be recorded on CPOMs to enable the DSL and pastoral teams to act in the best interests of the child's safety, welfare and educational outcomes.

Where a child has a social worker, this will help 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).

Children who identify as LGBTQ+ are also at greater risk of harassment, bullying and exploitation. Children who are perceived as being LGBTQ+ (whether they are or not) can be just as vulnerable as those who identify as such. (KCSE p203). It is important these children have staff they can approach, and many staff wear 'Safe to be me' badges as a visible reminder that they can be approached; our school also advertises 'safe space' at lunchtime as a further source of support.

Children requiring mental health support

5.19 Schools have an important role to play in supporting the mental health and wellbeing of students. We have a graduated response in school and should a student require support beyond tutors and heads of year, referrals can be made to our Learning Support team for either in-house support or referral to CAMHS With Me in Mind strands of intervention. For the most complex cases referrals are made to CAMHS. The DSL team and Achievement Support leads will use safeguarding meetings to monitor and review students who require support with their mental health. We also have information on our website for both students and parents Wellbeing Advice for Parents and Carers - Dinnington High School as well as our statement of intent with regard to mental health and wellbeing.

Looked after children and previously looked after children

5.20 The most common reason for children becoming looked after is as a result of abuse and/or neglect. School should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her along with details of the child's social worker and the name of the virtual school head in the authority that looks after the child. Our designated teacher for looked after children at Dinnington High School is our SENCO , Miss S Humphreys.

A **previously looked after child** potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Children with special educational needs (SEN) and disabilities

5.21 These students can face additional safeguarding challenges and it should be noted that additional barriers can exist when recognising abuse and neglect in this group of children. These can include: -

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

To address these additional challenges many SEND students have lead workers who get to know the student well and our SEND Co-ordinator is part of the DSL team.

5.22 **Elective Home Education (EHE)**

When a parent requests to home educate their child we will work with Rotherham's elective home education team and implement their procedures to best support the parent making a decision in the best interests of their child and only remove from roll once the local authority have agreed to this decision.

5.23 The role of appropriate adults:

The Designated Safeguarding Lead /DSL team are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence to comply with the Police and Criminal Evidence Act (1984) – Code C (PACE) legal guidance.

The appropriate adult will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a student about an offence they may suspect. This communication will be recorded on CPOMs.

If having been informed of the vulnerabilities, **the appropriate adult does not feel that the officer is acting in accordance with PACE**, they should ask to speak with the DSL/DSL team immediately or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned[1] before questioned about an offence or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.

2. a social worker of a local authority

3. failing these, some other responsible adult aged 18 or over who is not:

a. a police officer;
b. employed by the police;
c. under the direction or control of the chief officer of a police force; or
d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - PACE Code C 2019.

https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible

6. RECORDS AND INFORMATION SHARING

[1] The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

6.1 If staff are concerned about the welfare or safety of any child at their Academy they will record their concern and any action on CPOMs which records a date and time as well as the author (see staff planner for further details). **Any immediate concerns should be passed to the DSL / DSL team without delay.** Records should be factual, include any analysis , the child's voice, be timely and shared with the DSL team. The **quality of record keeping** is important to support assessments, reviews and requests for information to external agencies.

6.2 Any information recorded on paper will be kept in a separate named file, in a secure cabinet and not with the child's academic file; however, it will usually be scanned and stored electronically on CPOMs. Child protection information will only be shared within Academy on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential. Most of our records are kept electronically via a secure service, CPOMS, which is security protected.

6.3 When a student leaves the Academy, the DSL /DSL team will make contact with the DSL at the new setting and will ensure that the child protection file is forwarded to the receiving setting in an appropriately agreed manner **within 5 school days of the child starting that setting; key safeguarding concerns will be shared verbally to best support a child's transition to keep them safe.** (KCSE p122-123). We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving Academy and/or evidence of recorded delivery.

6.4 We are part of the **Operation Encompass** scheme. This is a unique early intervention safeguarding partnership enabling support for children and young people who may have experienced or are affected by domestic abuse. Operation Encompass will ensure that incidents of Domestic Abuse where police have attended are shared with schools, not just those where an offence can be identified. The purpose of the information sharing is to ensure schools have more information to support safeguarding of children. By knowing that the child has had this experience, the school is in a better position to understand and be supportive of the child's needs and possible behaviours.

6.5 **Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. (KCSE 2023 p115)**

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing 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. (See KCSE 2023 p120). This allows practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner (KCSE p119)

7. WORKING WITH PARENTS & CARERS

7.1 LEAP Multi–Academy Trust is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new students join our Academies, parents/carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on each Academy website. Parents/carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to the relevant Multi-agency safeguarding hub.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

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7.4 We will seek to share with parents/carers any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the Academy has about a child will not prevent the DSL/DSL team making a referral to the Multi-agency safeguarding hub in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the Academy requires parents/carers to provide accurate and up to date information regarding: -

- Full names and contact details of all adults with whom the child normally lives
- Full names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above); we require at least two emergency contacts
- Full details of any other adult authorised by the parent to collect the child from Academy (if different from the above).

7.6 The Academy will retain this information on the student file. The Academy will only share information about students with adults who have parental responsibility for a student or where a parent/carer has given permission and the Academy has been supplied with the adult's full details in writing (see point 6.4 and 7.4 for further details).

8. CHILD PROTECTION CONFERENCES AND OTHER MEETINGS

8.1 Following a Strategy Meeting, Social Care may convene a Child Protection conference and undertake a child protection enquiry under Section 47 of the Children Act if the child is judged to be at risk of significant harm.

8.2 A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.3 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the Academy in respect of individual children. Usually the person representing the Academy at these meetings will be in the DSL team and/or pastoral team. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.4 All reports for child protection conferences will be prepared in advance using the guidance and the template provided using the Signs of Safety format. The information contained in the report will be shared with parents/carers before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at Academy.

8.5 Clearly child protection conferences can be upsetting for parents/carers. We recognise that we are likely to have more contact with many parents/carers than other professionals involved. We will work in an open and honest way with any parent/carer whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents/carers.

8.6 In addition to Child Protection Conferences, staff may be asked to participate in Child in Need meetings (section 17, Children Act) and contribute to such assessments.

8.7 There will also be a number of other meetings, such as team around the family (TAF) meetings which may involve a range of agencies, such as Early Help, CAMHS, school nursing etc., which staff are expected to contribute to best support a student's best interests.

9. SAFER RECRUITMENT – see the LEAP Recruitment Policy for further details

9.1 We will ensure that at least one member of any interviewing panel has completed appropriate safer recruitment training. At all times the Principal/Chief Executive and Board of Trustees will ensure that safer recruitment practices are followed in accordance with the requirements of *"Keeping Children Safe in Education,* DfE, (2023)".

9.2 Our post adverts/information packs state our commitment to safeguarding and all applications are **via our standard application form** that requires: employment history including reasons for leaving a post with dates, states that we will only accept references completed on our reference request forms and that no open references/testimonials or family references will be accepted and requires the candidate to declare convictions, and confirm the information they have given is correct and that they are not barred from working with children.

Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. This self - declaration is subject to Ministry of Justice guidance. This process allows candidates to share relevant information and allow this to be discussed and considered at interview before the DBS certificate is received.

In addition, as part of the shortlisting process we will carry out an online search as part of our due diligence. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview (KCSE p221). See further detail in our Recruitment Policy.

9.3 Within LEAP MAT Academies as part of the interview process, **candidates will have** a separate safeguarding interview led by someone who has been safer recruitment trained; this feedback informs the final decision making.

We will always obtain references from the candidate's current employer. In addition, we will check references for candidates and **verify** those for the successful candidate. (KCSE p223)

9.4 Within LEAP MAT we will use the recruitment and selection process to **deter and reject** unsuitable candidates. We require evidence of original academic certificates and best practice for checking ID not only involves photo ID but also a birth certificate to check the name of the candidate against other forms of ID provided. We do not accept testimonials

and we insist on taking up references prior to appointment. We will question the contents of application forms if we are unclear about them; we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children. We will also verify a candidate's mental and physical fitness to carry out their work responsibilities.
All offers of appointment are conditional on the successful completion of the mandatory pre-employment checks.

9.5 Each Academy will keep its own Single Central Record. We maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Record will contain information on all staff members on the following: -

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- A section 128 check [for management positions including Trustees, Governors, Senior Leadership Team (SLT) and middle leaders e.g. subject and pastoral leaders]
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records etc.

9.6 This record is monitored and checked every term by the Principal/Governor responsible for safeguarding and the DSL and signed off if accurate. Any issues that have been identified will be handled as a matter of urgency.

9.7 All staff are reminded that their relationships and associations in school and at home (including online) may have an implication for safeguarding students. **<u>All staff have a duty to inform the Academy if there is a change in circumstance which may lead to possible disqualification from working with children.</u>**

<u>Supply Staff</u>

9.8 If using supply agencies, we will always obtain written confirmation that the agency has carried out the relevant checks and obtained the appropriate DBS certificate. <u>On the single Central Record, we will note the date written confirmation is received and whether enhanced DBS check has been provided</u>.

School should ensure allegations about supply staff are dealt with properly and that we work with the agency to follow our safeguarding procedures; we will discuss with the agency whether it is appropriate to suspend the supply teacher or redeploy to another part of the school whilst we carry out an investigation; the agency should be fully involved and cooperate in enquiries from the LADO, police and /or social services. (KCSE 2022, 285-288)

9.9 Keeping Children Safe in Education (2023): part three – safe recruitment is the key basis for all our employment procedures and checks.

9.10 Where we use **<u>Alternative Provision</u>,** we will obtain written confirmation that the provider has completed the appropriate safeguarding checks on all staff working at the establishment. (KCSE p326-7) We will complete health and safety checks on these providers. We will ensure that staff at the provision have suitable information about our student (s) including any additional risk of harm that they may be vulnerable to. We will have regular contact with the provider: attendance checked daily and progress of students monitored regularly (visits to provision approximately every 4 weeks or sooner if required) and visit records reviewed by the lead member of staff overseeing the student's provision.

9.11 If students participate in **work experience,** the Academy will ensure that the placement provider has policies and procedures in place to protect children from harm by using recognised providers (B&E Together Ltd www.be-together.co.uk and Changing Education) to place students with suitable employers.
(See KCSE p328-333)

9.12 Barred list checks by the DBS might be required on some people who supervise a child under 16. The Academy will consider the circumstances of the placement, particularly whether the person providing the supervision/training is: -

- Unsupervised themselves and
- Providing the supervision/training frequently (more than 3 days in 30-day period/overnight)
- and if this is the case, then it is likely that this is regulated activity, so the person providing the supervision/training must not be a barred person.

9.13 The Academy is NOT able to request an enhanced DBS with barred list check for staff supervising students aged 16 or 17 on work experience.

9.14 If the work experience takes place in a setting which allows for contact with children and the student on work experience is 16 years old or more, the provider should consider whether a DBS enhanced check should be requested for that student.

Children Staying with Host Families (eg, foreign exchange visit/sports tour)

UK Host Families

9.15 The adults will be in regulated activity and the Academy would be the regulated activity provider. As such, we commit a criminal offence, if we know, or have reason to believe, an individual is barred by the DBS from engaging in regulated activity, but we allow that individual to carry out any form of regulated activity.

9.16 The Academy will obtain a DBS enhanced certificate with barred list information to help assess the appropriateness of whether the adult would be a suitable host for a child.

Host Families Abroad

9.17 The Academy will liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements for the visit. Staff will use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard the student. Parents will be made aware of agreed arrangements and students will be given staff contact details should and there be an emergency/or they have any worries during the visit.

Private Fostering

9.18 Where the Academy becomes aware of a possible private fostering arrangement (child under 16, [under 18 if disabled] is provided with care and accommodation by a person who is not a parent, person with parental responsibility, or a relative in their own home for more than 28 days), we will notify Children's Social Care.

10 SAFER WORKING PRACTICE

10.1 All adults who come into contact with our students have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our students are competent, confident and safe to do so.

10.2 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. There are circumstances, however, when it is appropriate for staff in our school to use 'reasonable force' to safeguard children and young people. **(See Use of reasonable force policy)**

10.3 'Reasonable Force' covers the broad range of actions used by our staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. In addition, some staff in our Academy will be trained in Team Teach methods and a list of those who have been trained will be kept by the Principal.

10.4 Visitors, volunteers or parent helpers must sign in at reception and receive a visitors' badge. This must be worn and be visible at all times. Where visitors, volunteers etc. are working with children alone (ie, in regulated activity) they must have a valid DBS (enhanced DBS with barred list check) and, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in Academy, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open. Visitors without a valid DBS must be accompanied at all times within the Academy.

10.5 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in the LEAP Staff Safeguarding Code of Conduct.

10.6 Guidance for safer working practice for those working with children and young people' (Safer Recruitment Consortium, February 2022). https://www.saferrecruitmentconsortium.org/
All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action (See LEAP Staff Safeguarding Code of Conduct).

10.7 **All volunteers must be risk assessed** prior to starting to determine whether an enhanced DBS is needed for a volunteer NOT engaging in regulated activity (KCSE 2023, p304-307). Details of risk assessment will be recorded (see Volunteers Policy including request form and risk assessment as outlined in the LEAP Recruitment Procedures document).

10.8 **Visitors** who are in school in their **professional capacity,** will need their professional ID and we will need to be assured that they have the correct DBS checks (e.g. employer confirms this).(KCSE p301). Note a self employed person can not make an application directly to the DBS (KCSE p293).

10.9 **Contractors** in regulated activity will all have enhanced DBS (with barred list check) whilst other contractors who are not supervising students, but have opportunity for regular contact with students will have an enhanced DBS (not including barred list information). All other contractors are supervised at all times. 'Where we use contractors to provide services, we will set out our safeguarding requirements in the contract between the organisation and school (KCSE p289).

10.10 **Use of school site for non-school activities**

Where the school hires or rents out school premises e.g. sports associations, the governing body /business manager must make sure that safeguarding requirements are part of the contract and are a condition of use and occupation of the premises (KCSE p167); their safeguarding policy and procedures need to be submitted for review of the DSL and governing body **before the contract is finalised**; there needs to be arrangements in place for the provider to liaise with the school on safeguarding matters where appropriate. Failure to comply would lead to a termination of the agreement. It is the group/organisation's responsibility to safeguard users of their service. The guidance on keeping children safe in out of school settings is available at: https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

Where there is an allegation relating to an incident when an individual or organisation are using the premises, the organisation lead must inform the DSL who will then follow school procedures for informing the LADO (KCSE p377).

11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the students at our Academy. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

We recognise that there are two levels of harm:

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

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We aim to deal with allegations quickly and in a fair and consistent way that effectively protects the student and at same time supports the member of staff/adult who is subject to allegation, applying common sense to our actions. All allegations are investigated to enable us to learn lessons from the event.

Allegations that may meet the harms threshold.

We will follow our LADO procedures if a member of staff, supply teacher, contractor or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children eg behaviour out of work could be a transferrable risk when working with children

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our Academy are safe to work with children. We will always ensure that the procedures outlined in the local authority's Rotherham's *Local Safeguarding Partnership's Child Protection Procedures,* of the statutory guidance *KCSE* (2023) section 4, particularly p352-445, are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO is a statutory post appointed by the Local Authority who is responsible for co-ordinating the response to concerns that an adult who works with children may have caused or could cause harm to children. The LADO can be contacted for advice on: **Duty LADO 01709 823914**, 336491 or 822690 or by email: LADO@rotherham.gov.uk

All LADO referrals are reported via MASH 01709 336080 – inform the MASH team that it is a potential LADO incident. LADO referral form is then completed online: https://www.rotherham.gov.uk/xfp/form/946

11.4 **Who to report to: I**f an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should **inform the Principal/DSL immediately**.

Should an allegation be made against the Principal, the Chief Executive should be informed; in the case of concerns about the Chief Executive then the Chair of Trustees should be informed. If there are concerns about the Chair of Trustees, then these should be reported to the Chief Executive. Where there are concerns about governors, then these should be reported to the Principal and in the case of Trustees to the Chair of Trustees and Chief Executive.
In the event that the Chief Executive/Principal or Chair of Trustees is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Principal/or the Vice Chair of Trustees.

11.5 The Chief Executive/Principal/ DSL or Chair of Trustees will **seek advice from the LADO within one working day**. No member of staff or the Board of Trustees will undertake further investigations, beyond collecting basic information (see point 11.7) before receiving advice from the LADO.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Chief Executive/Principal/or Chair of Trustees should contact the LADO directly on 01709 823914 or ask for the LADO advisor in MASH.

11.7 When an allegation is made, we will consider:

- looking after the welfare of the child (referring suspected abuse to social care via MASH)
- Investigating and supporting the person subject to the allegation

Before contacting the LADO, we will seek basic information, making sure not to jeopardise any future police investigation. Information may include- was the individual in school at time of allegation? Did they come in contact with the child? Any witnesses? Any CCTV footage? Personal data about the individual will also be required by the LADO e.g. address, do they have or live with any children under 18?

11.8 The school will work with the LADO, police and social care to support the LADO investigation process and agree what information can be shared with parents of students involved and others involved in the investigation as well as the requirement to maintain confidentiality. HR will be involved in this process and careful consideration will be given to any decision to suspend a colleague (see KCSE p379).

11.9 Allegation outcomes:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or,
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

The Academy has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left or they are suspended. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our Academy, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. If this should happen we will ensure that at the conclusion of a case we will review our procedures or practice to help prevent similar events happening in the future. https://rotherhamscb.proceduresonline.com
See KCSE p346-351) for further details

11.9 A summary of managing allegations about staff is included in the staff planner for easy reference.

11.10 Allegations**/concerns that do not meet the harm threshold**

As part of our holistic approach to safeguarding we promote an open culture in which all concerns about adults are dealt with promptly and appropriately, this includes concerns from students, parents, staff or as a result of information received via vetting checks. 'Low level concerns can include inappropriate conduct within work, outside work and also within online activity at any time.' We would also encourage staff to self-refer when they have found themselves in a situation which could be misinterpreted, might appear compromising or they have behaved in a way that falls below professional standards.

Where such a concern does not meet the harm threshold described above (eg over friendly with child(ren), inappropriate language used, humiliating students or where behaviour falls below professional standards outlined in the Staff Safeguarding Code of Conduct, Teacher Standards), a concern should still be brought to the attention of the Principal/DSL.

We recognise that such behaviour exists on a broad spectrum ranging from an inadvertent or thoughtless comment to behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Procedure for sharing low- level concerns:
Where staff, students or parents have a concern about staff conduct, they should always report this to the Principal /DSL (KCSE p429). The aim is to create an open and transparent

culture, enable leaders to identify inappropriate behaviour early and minimise the risk of abuse and ensure all adults working in school are clear about expectations about conduct.

Concerns will be dealt with in a sensitive and timely manner, supporting the individual to correct behaviour at an early stage.

The Principal will collect as much evidence as possible by speaking to the person who has raised the concern, to the individual involved and any witnesses.

This information will help to categorise the behaviour and determine further action.

The Principal/DSL will record all low level concerns detailing the details of the concern, the context and action taken. The name of the person sharing the concern should be noted, but if the wish to remain anonymous then that will be respected as far as is reasonably possible. These records are confidential and will be kept at least until the colleague leaves employment at the LEAP Trust. We would normally write to the colleague involved, summarising our actions.

Where concerns involve a third-party colleague e.g. supply, then the same procedures will be undertaken and their employer also notified.

Low level concerns will not be shared in references unless they relate to issues which would normally be included in a reference e.g. misconduct, poor performance. Where a concern met LADO thresholds and was substantiated, it will be referred to in a reference. (KCSE 441)

Patterns of behaviour will be reviewed to decide future actions including possible LADO referral.

We will use incidents to review of safeguarding practice and make improvements as appropriate.

12. CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT

12.1 As noted in section 1.7 of this policy, **all staff, volunteers and visitors as well as governors and trustees** must work together consistently to embed an ethos of recognising and addressing all forms of sexual harassment and implementing sanctions where appropriate. **We have a statutory duty to respond to all reports and concerns of child on child sexual violence and harassment, including those that have happened outside school and online** (KCSE p446). Child on child sexual violence and harassment exists on a continuum (see point 12.3 below) and may overlap; they can happen face to face and online and are **never acceptable**; **as such we have a zero-tolerance approach to sexual violence and sexual harassment** (KCSE p447).

Addressing inappropriate behaviour, no matter how innocuous, can be an important intervention that helps prevent problematic, abusive or violent behaviour in the future. **We recognise that if incidents are not addressed then this can lead to a culture of unacceptable behaviour, an unsafe environment where such abuse is normalised, accepted and children fail to report it.**

12.2 Staff will reassure victims that they are being taken seriously, they have done the right thing to report an incident and that we will work to keep them safe. Staff are also aware that girls are likely to be victims of sexual violence and harassment whilst boys are more likely to be perpetrators.

12.3 <u>What do we mean by sexual violence and harassment?</u>

Sexual violence refers to criminal acts:

- Rape
- Assault by penetration
- Sexual assault (intentional sexual touching where the person does not consent)
- Causing someone to engage in sexual activity without consent

It should be noted that consent is key and that a child under 13 can never consent to <u>any</u> sexual activity; the age of consent is 16 years old. Sexual intercourse without consent is rape.

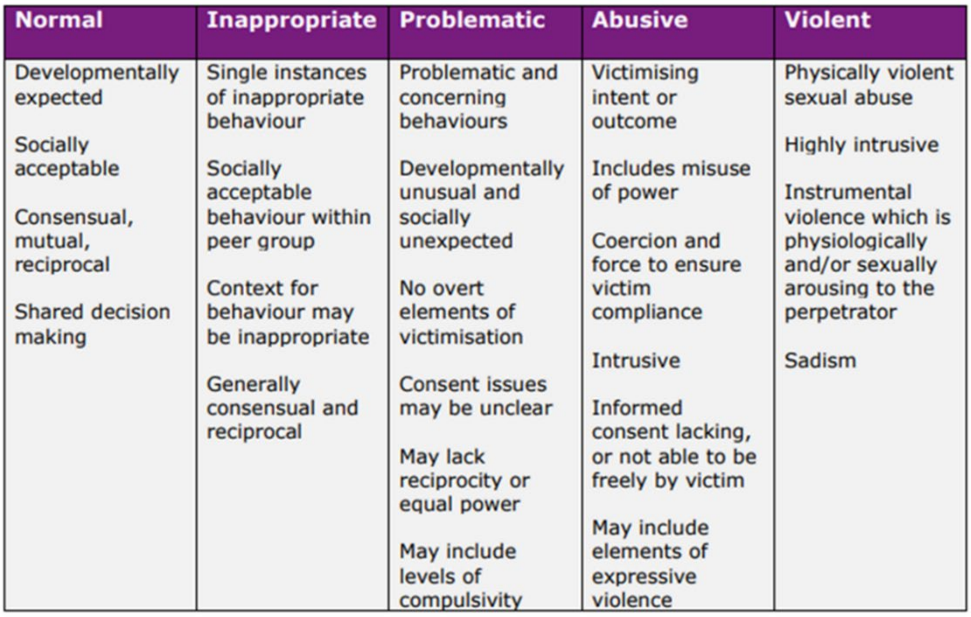
Sexual harassment refers to unwanted conduct of a sexual nature.

- sexual comments e.g.: telling sexual stories, making lewd comments, sexual remarks about clothes and appearance and calling someone sexualized names
- sexual "jokes" or taunting
- physical behaviour – e.g. deliberately brushing against someone, interfering with someone's clothes (check the cross into sexual violence - it is important to talk to the victim) and displaying pictures, photos or drawings of a sexual nature

Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats

Harmful sexual behaviour is an umbrella term recognising that children's sexual behaviour exists on a wide continuum ranging from normal through to violent as shown in the diagram below:



Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected Socially acceptable Consensual, mutual, reciprocal Shared decision making	Single instances of inappropriate behaviour Socially acceptable behaviour within peer group Context for behaviour may be inappropriate Generally consensual and reciprocal	Problematic and concerning behaviours Developmentally unusual and socially unexpected No overt elements of victimisation Consent issues may be unclear May lack reciprocity or equal power May include levels of compulsivity	Victimising intent or outcome Includes misuse of power Coercion and force to ensure victim compliance Intrusive Informed consent lacking, or not able to be freely by victim May include elements of expressive violence	Physically violent sexual abuse Highly intrusive Instrumental violence which is physiologically and/or sexually arousing to the perpetrator Sadism

12.3 Preventative measures:

Education is vital part of our work to help students to understand that sexual harassment and online abuse will not be tolerated and that our school community in particular needs to be a safe place for all. Our Life curriculum is a key driver for this education process, particularly the Relationships, sex and health education (RSHE) element of the curriculum. This will be reinforced through our tutor time work, including assemblies, where the concept of respect is a key theme.

We will continue to garner student views via student voice activities – including on line surveys and discussion groups to help ensure that our curriculum meets need and reduces the gap in perception between students and staff. As part of student voice work we will continue to establish hot spots within our setting to help us better address issues and concerns. Hot spots locally will be discussed with Early Help locality leads and community police.

12.4 Supporting students to report concerns:

We will continue to work with student groups to develop ways students can report issues. At present, we encourage students to speak to the DSL team or ANY member of staff they trust and feel able to talk to.
Our "Safeguarding Team" poster encourages reporting in person, via staff email and the Safe to be Me boxes on Year Leader doors. The poster is displayed around school.

12.5 Responding to reports/concerns

We know that some children will find it difficult to report incidents and may ask a friend to do so or staff may overhear a conversation or have concerns about a child's change in behaviour/presentation.
Reassure the victim, that they are being taken seriously as noted above in 12.2; this helps instil confidence in the victim and create a whole school supportive culture.
Staff should follow our general safeguarding guidelines for handling a disclosure: -

- Reassure, notably
- Not promising confidentiality
- Listening carefully, not asking leading questions
- Recording the facts as presented
- Notify DSL Team immediately
- Where there is an allegation about online sexual abuse, staff follow the searching and screening policy and do NOT view the image
- Have 2 members of staff present where possible

DSL team will then review this initial disclosure and reassure the victim that they will be supported and kept safe**.** Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator (and others involved) as part of our **risk assessment process** as well as balance the victim's wishes against our responsibility to protect them and other children.

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. Decisions need to be made on a case by case basis with the DSL (DSL Team) taking a leading role, supported by partnership agencies such as Children's Social Care and Police.
We will also work with agencies to share information about siblings linked to possible intra familial harms.
By explaining to students about the law, we are aiming to protect them and not criminalise them.

12.6 In the case of sexual violence, DSL/DSL Team will make an **immediate risk and needs assessment** (sexual harassment the need for a risk assessment considered on case by case basis) to consider: -
Victim, especially their protection, and support alleged perpetrator
All the other students (and if appropriate, adults/staff)
These assessments will be recorded and kept under review.

12.7 The DSL/DSL Team will work closely with Children's Social Care and other specialist Services.

Action Following a Report of Sexual Violence/Sexual Harassment

12.8 Sexual violence and abuse can happen anywhere and all staff need to maintain the attitude that **"it could happen here"**. Staff will always consider:

- Wishes of victim to help give them as much control as is reasonably possible balanced with or duty to protect other children
- Nature of alleged incident and whether crime may have been committed
- Age of students and developmental stage of those involved
- The power balance between the students
- If the alleged incident is one off or part of a pattern of abuse
- Sexual harassment and violence within intimate personal relationships between peers
- Ongoing risks to victim, other students or adults
- Other contextual safeguarding concerns beyond school e.g. links to child exploitation, domestic abuse.

Sharing a Classroom

12.9 Any report of sexual violence, is likely to be traumatic for the victim. Whilst the school establishes the facts of the case and starts the process of liaising with Children's Social Care and Police, the alleged perpetrator should be removed from any classes they share with the victim.

12.10 We will consider how best to keep victim and alleged perpetrator a reasonable distance apart on the Academy premises and transport to/from school each day. These actions are in the interests of BOTH children and should not be seen as judgmental.

12.11 In other cases of sexual harassment, the wishes of the victim, the nature of the allegations and the protection of children in school will be important when considering any immediate actions.

Managing Reports

12.12 Reports will be managed on a case by case basis and generally with advice from appropriate agencies.

12.13 There are 4 key possible scenarios, however each one is **under-pinned by the principle that there is a zero-tolerance approach to sexual harassment and sexual violence and it will never be tolerated.** In all cases written records will be kept.

a) Manage internally
It is considered for a possible one-off incident to handle the incident internally in line with Behaviour and Anti-bullying polices to reinforce sexual harassment/violence is never acceptable.

b) Early Help

Following from the above, there is no requirement for statutory interventions again, however, the Academy believes support from Early Help would be beneficial to prevent any escalation of such behaviours

c) Referral to Children's Social Care
Where a child is harmed, is at risk of harm or is in immediate danger, we will make a referral to MASH. We will work closely with Social Care to protect the student(s) involved and not jeopardise a statutory investigation.

d) Referral to Police
Referral to Police should be done in parallel with a referral to Children's Social Care as outlined at (c) above. In the case of sexual violence, the starting point is the police. We will liaise with the police as to what information can be shared, particularly what can be shared with the alleged perpetrator and their parents/carers.

12.14 Risk assessments will be immediately drawn up and will remain in place and under review throughout a criminal investigation/progression through criminal justice system to protect the victim, alleged perpetrator and other students. The Academy will work with the Police to ensure any actions the Academy takes do not jeopardise the Police investigation.

12.15 If a child is convicted or receives a caution for a sexual offence, the Academy will update risk assessments to protect all students and if it has not already done so, consider suitable action in light of behaviour policy, including permanent exclusion.

12.16 If the perpetrator remains in school, clear expectations of behaviour will be outlined along with any restrictions the Academy thinks are reasonable and proportionate with regard to the perpetrator's timetable.

12.17 The Academy will work to ensure that both the victim and perpetrator are protected, particularly from bullying.

12.18 Where there is a 'no further action' or not guilty verdict, the Academy will continue to support the victim and alleged perpetrator.

12.19 If a report is determined to be unsubstantiated, unfounded, false or malicious, we will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral via MASH may be appropriate.

If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual who has made it.

Supporting the Victim

12.20 Throughout this whole process, the needs and wishes of the victim are paramount (along with protecting them) in any response. Our **overall priority is to make the victim's daily experience as normal as possible,** so that the Academy is a safe space for them. However, it is through close working with the victim that a suitable support mechanism is put in place and this is reviewed regularly as we understand that victims may not talk about the whole picture immediately. Sexual assault can result in a range of health needs and we will signpost support as necessary. (See KCSE p532 for links to national support services).

12.21 Where there is a **criminal investigation** into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim. The Academy also needs to consider how best to keep the victim and alleged perpetrator a reasonable distance apart on the Academy premises and transport to/from school. This is in the best interests of both students and should not be perceived to be a judgment on the guilt of the alleged perpetrator. This decision will require close liaison with police.

Supporting the Alleged Perpetrator

12.22 This is a difficult balancing act to safeguard the victim (and wider student body) and provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions. “Disciplinary action can be taken whilst other investigations by the police and/or local authority children’s social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the school and should be carefully considered on a case-by-case basis” (KCSE p544).

At the end of the criminal process, the risk assessment should be updated in light of outcomes. Where there has been a conviction or caution for rape or assault by penetration, will consider any suitable action in line with our behaviour policy, if we have not already done so.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school should, if it has not already, consider any suitable sanctions in light of our behaviour policy, including consideration of permanent exclusion. Where the perpetrator(s) is going to remain at the school, the principle would be to continue keeping the victim and perpetrator(s) in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

12.23 Unsubstantiated, unfounded, false or malicious reports

All concerns, discussions and decisions should be recorded to enable them to be reviewed so that potential patters of concerning, problematic or inappropriate behaviour can be identified and addressed. This includes considering if the person who made the allegation is in need of support.

12.24 In our actions we will consider the age and developmental stage of the alleged perpetrator, along with the proportionality of our response. Advice will be taken as appropriate from Children’s Social Care, Police and other specialist services.

ONLINE SEXUAL HARASSMENT: CREATING OR SHARING NUDE AND SEMI-NUDE IMAGES

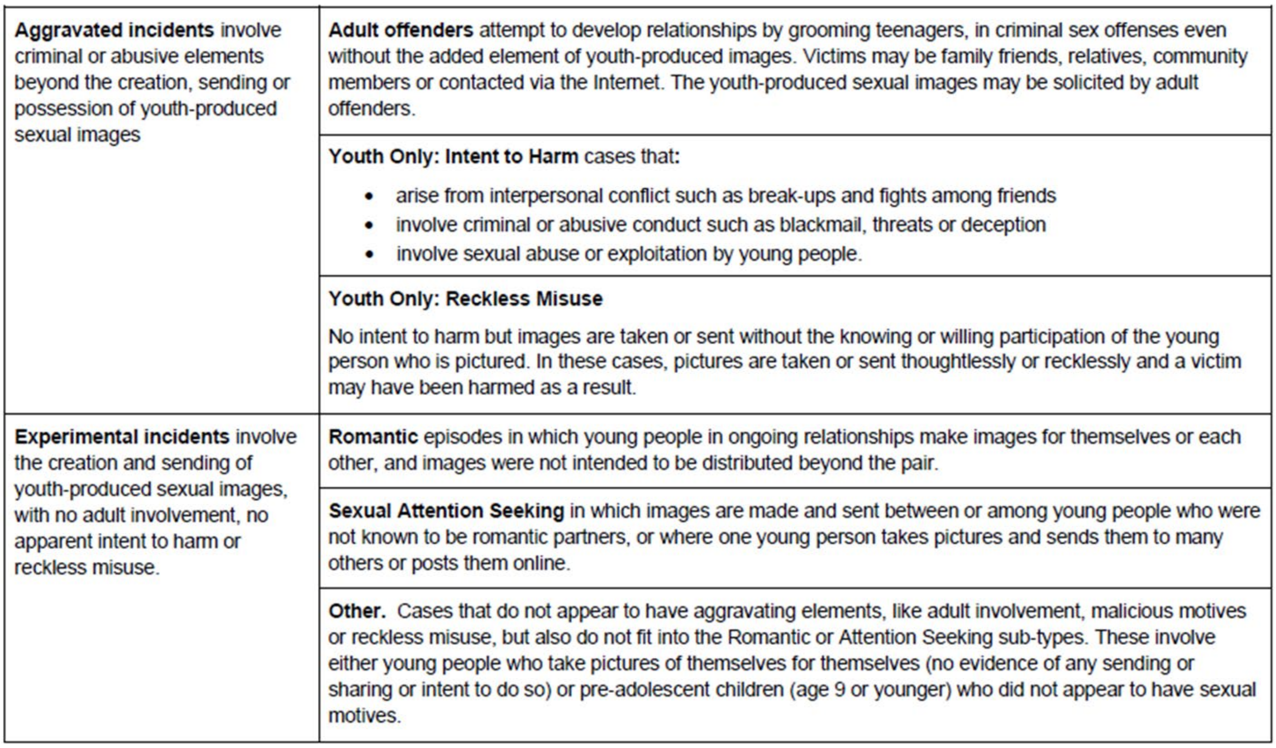
12.25 Creating or sharing nude and semi-nude pictures, videos or live streams by young people of under 18s (including those created and shared with consent) is illegal which makes responding to incidents involving children complex. (Sharing nudes and semi-nudes guidance for education settings). Our response to an incident will differ depending on the motivations behind the incident and the appropriateness of the child’ behaviour.

12.26 Incidents can be categorised as:

a) aggravated: incidents involve additional/abusive elements. It may involve an adult, there may be intent to harm or involve reckless behaviour.

b) experimental: incidents of creating and sending with no adult involvement, no apparent intent to harm or reckless misuse.

Resource Sheet 1 (Adapted from Wolak and Finkelhor 'Sexting: a Typology' March 2011)



Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of youth-produced sexual images	**Adult offenders** attempt to develop relationships by grooming teenagers, in criminal sex offenses even without the added element of youth-produced images. Victims may be family friends, relatives, community members or contacted via the Internet. The youth-produced sexual images may be solicited by adult offenders.
	Youth Only: Intent to Harm cases that: • arise from interpersonal conflict such as break-ups and fights among friends • involve criminal or abusive conduct such as blackmail, threats or deception • involve sexual abuse or exploitation by young people.
	Youth Only: Reckless Misuse No intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly and a victim may have been harmed as a result.
Experimental incidents involve the creation and sending of youth-produced sexual images, with no adult involvement, no apparent intent to harm or reckless misuse.	**Romantic** episodes in which young people in ongoing relationships make images for themselves or each other, and images were not intended to be distributed beyond the pair.
	Sexual Attention Seeking in which images are made and sent between or among young people who were not known to be romantic partners, or where one young person takes pictures and sends them to many others or posts them online.
	Other. Cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.

12.27 When matters come to light, DSL team staff will review the situation in light of the above as well as considering if the child is at immediate risk and if so then a referral to MASH and /or police will be needed.

When assessing the risk, some key questions to consider are: why was the image shared? Was it consensual? Coerced? Has the image/video ben shared beyond its intended recipient? Was it shared with consent? How far has it been shared? Have steps been taken to remove it? How old are the children involved? Are there additional vulnerabilities? Are there additional concerns if parents/carers are informed?

12.28 An immediate referral to the MASH and /or police should be made if:

- The incident involves an adult
- There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (e.g. SEN)
- What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The images involve sexual acts and any student in the images or videos is under 13
- You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming

12.29 Ordinarily, the image/video **must not be viewed** and staff should rely on a student's description of the image/video.

Only the DSL should view the image if that is the only way to decide whether to involve other agencies because we cannot establish the facts from the student or it is necessary to report it to a website to have it removed. If this is the case then a written record should be kept stating why the decision was made to view; who was in the room as the DSL viewed it (this second person does not view the image). If possible, the person viewing should be of the same gender as young person in the image/video.

12.30 **Images will never be copied/stored as this is illegal.** If evidence needed, then the device should be turned off, confiscated and stored securely until the police collect it.

12.31 It is important to talk to the student involved and reassure them. Staff will need to support their parents/carers to understand the wider issues and motivations around this incident. It is important to remain solution-focused and avoid any victim-blaming questions. Use questions such as 'describe what happened' or 'explain to me who was involved' help the student to understand what has happened by discussing the wider pressures that they may face and the motivations of the person that sent on the image(s). Staff should discuss issues of consent and trust within healthy relationships as well as explain the law on the sharing of nudes and semi-nudes. It is important to highlight that the law is in place to protect children. Staff should signpost to the IWF and Childline's **Report Remove** tool at https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/
This must be done as soon as possible in order to minimise the number of people that have seen the picture.

12.32 We do not want to criminalise students, particularly where the situation has been assessed as "experimental". In these cases, the school will often deal with the matter internally working with the students and their parents/carers and may involve our local school police officer as part of an educational conversation/episode.
However, where the incident is deemed as "aggravated" then social care, via MASH and/or the police will be involved.

12.33 Students who have received the images or re-shared them will be usually asked to delete them (unless the device is confiscated for the police to review). They will be asked for details of who they have shared the images with as well as trying to understand their motivations for sharing and what they could have done differently. They should also be advised on the law around child on child abuse and that it is there to protect rather than criminalise them. Again, parents/carers and the school police officer maybe involved in these educational conversations.

13. E-SAFEGUARDING: ONLINE SAFETY

The internet and other technologies play a key role in 21st Century teaching and learning and the aim of this policy is to maximise safeguarding whilst promoting the effective use of such technologies to enhance teaching and learning. This section of our policy is designed to:

- set out the key principles expected of all members of the school community with respect to the use of ICT
- safeguard and protect students, staff and occasional visitors/users of the school's ICT infrastructure
- set clear expectations of behaviour and/or codes of practice relevant to responsible use of the internet for educational, personal or recreational use, having clear structures to deal with online abuse such as cyberbullying which are cross referenced with other Trust/school policies
- ensure that all members of the LEAP Multi-Academy Trust (MAT) community are aware that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken
- minimise the risk of misplaced or malicious allegations against adults who work with students.

- help users to understand that the system is monitored and accessed under certain circumstances, such as GDPR breaches, safeguarding or for disciplinary proceedings.
- For all staff to understand their role in filtering and monitoring to help safeguard children.

13.2 We recognise the four areas of risk linked to online safety:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

- **contact:** being subjected to harmful online interaction with other users; for example: 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:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/). (KCSE p136)

These four key principles underpin our online safety procedures

13.3 **The Education Act 2011 gives school the power to confiscate and search the contents of any mobile device if the Principal believes it contains any material that could be used to bully or harass others, or used to commit an offence. These devices can have data removed before they are returned**. (see the Trust's Searching, Screening & Confiscation Policy).

13.4 Staff and students are also bound by the Acceptable Use Agreement (AUP).

14 ROLES & RESPONSIBILITIES – ONLINE TECHNOLOGY

14.1 **Principal and DSL:** Responsible for:

- Shaping and applying this policy (and other relevant policies) and ensuring staff and student safety within school
- Ensuring that staff receive relevant and suitable training and continued development to enable them to carry out their roles using ICT and implement procedures
- Reviewing and responding to any eSafeguarding incident escalated to senior leaders as well as reviewing reports from the IT team
- Liaising with the LEAP MAT/Academy IT Teams.

14.2 **IT teams:** Responsible for:

- Ensuring LEAP MAT's ICT infrastructure and devices are secure and not open to misuse or malicious attacks in line with this guidance and policy
- Liaising with the DSL and Principal and providing technical expertise and assistance where appropriate.

14.3 **All staff:** Responsible for:

- Implementing all eSafeguarding related policies
- Reporting any suspected misuse of ICT or breach of eSafeguarding policy to SLT
- Applying staff Acceptable Use Policy (AUP), GDPR working practices document and other related policies
- Embedding eSafeguarding into all aspects of the curriculum and other school activities wherever possible
- Ensuring students understand and adhere to the LEAP MAT Acceptable Use Policy
- Ensuring students have a good understanding of research skills, uphold copyright regulations for text, images and media from the internet, and avoid plagiarism
- Using good classroom management, and the provided software tools to monitor ICT activity in lessons, extra-curricular and other school activities
- Pre-checking any lesson resources that require internet access or services, and that the resources or subsequent searches have suitable content.

14.4 **Students:** Responsible for:

- Using our ICT services in accordance with this policy, and the AUP
- Understanding good research skills, and the need to avoid plagiarism and breaking copyright regulations
- Reporting any abuse, misuse or accidental access to inappropriate materials
- Following the school policy on mobile device use
- Understanding the consequences of breaching eSafeguarding policies, understanding why they are in place, and the impact of illegal activities such as hacking and cyber-bullying
- Understanding the importance of responsible use of digital technologies, and social media platforms out of school and realising that their personal responsibility

14.5 Parents and Carers

Parents and carers play a vital role in ensuring that their children understand the need to use the internet, gaming and mobile devices in a responsible and safe way. Whenever possible the Trust/Academy will take every opportunity to help parents and carers understand the issues regarding eSafeguarding through regular communications via normal and social media channels. Parents and carers are responsible for:

- Supporting and endorsing Trust/Academy policies and the members of staff who apply them
- Amplifying good and safe use of the internet and mobile devices at home, such as ensuring their children's internet connections are filtered and devices and consoles are correctly configured with parental controls to restrict inappropriate age-related games and content
- Reminding parents and carers that all communication between staff and students will be via school based emails, Show My Homework and other approved learning platforms (KCSE p140)

15 MANAGING ICT

15.1 LEAP MAT is responsible for ensuring that access to ICT is as safe and secure as reasonable possible, and that policies and procedures approved within this policy are implemented:

- All users will have clearly defined rights to access ICT services, with student access based upon the principle of least privilege
- All users are issued with a unique, individually named, or numbered account used to access ICT and Office 365 services. LEAP MAT/its Academies have a pragmatic approach to the frequency of password changes, considering the potential impact on effective teaching and learning time

- The responsibility for user accounts lies with the individual, and users must not allow others to access services using their credentials and must immediately report any suspicion or evidence that their accounts have been compromised. The school will enforce sanctions to any student attempting to access other user accounts
- Any requests for changes to user accounts, in terms of permissions, or access to other services can be made on the respective school IT Helpdesks
- Servers and other key hardware or infrastructure will be located securely with only appropriate staff permitted access. All hardware and software, including anti-virus and anti-malware, will be kept updated as appropriate
- Guest accounts are available for visitors and can be made available with the agreement of the respective site IT teams. Where possible, guests must be encouraged to access presentations or other material via internet-based services, and not bring personal devices or removable storage into schools
- Neither staff nor students should install programs or other software on ICT systems without the prior express permission of the respective site IT Team
- **Access to ICT within LEAP MAT/ its Academies is a privilege and not a right and may be withdrawn at the discretion of SLT**
- All access to the internet will be filtered
- For information on protection of Personal Data, held on site and accessible via ICT services, such as e-mail please consult LEAP MAT's GDPR and Data Handling policies/ GDPR working practices document.

16 PREVENTING THE SPREAD OF MALICIOUS SOFTWARE (MALWARE, VIRUSES AND CRYPTOWARE)

16.1 Users of the school's IT services must take all reasonable steps to prevent the transmission or receipt of malicious software, such as computer viruses or malware.

16.2 Users:

- Must not use any type of removable storage on LEAP MAT ICT infrastructure
- Must ensure that effective anti-virus and anti-malware applications are operating on any personal device that they use to access LEAP MAT infrastructure, and that devices are regularly scanned and are free from infection
- Must not open email attachments they have received from an unsolicited, untrusted or dubious source, or unexpected attachments from trusted sources; they should contact the IT Team
- Must take care when entering their network credentials into sites that could attempt to harvest usernames and passwords. Users should familiarise themselves with the latest information on phishing and other forms of electronic scams

17 RESPONSIBLE USE

17.3 All staff and students are expected to be responsible users of ICT.

17.4 All users accessing ICT services agree to adhere to LEAP MAT's Acceptable Use Policy (AUP) that is displayed on PCs when first accessing the network. The AUP supplements this policy and makes all users aware of their expected responsibilities, and that all activities using ICT services, especially the use of the internet will be monitored. In addition, copies of the AUP can be found in both student and staff planners.

18 MISUSE

18.3 Illegal and inappropriate use of ICT services will not be tolerated. Students and staff may face disciplinary action if they engage in any such activities, including Cyber-bullying and bypassing internet filtering, or the use of electronic communication to radicalise others.

They will also face disciplinary action if they post damaging or offensive comments, and/or abusive images towards other members of staff or students on any digital platform, via e-mail or any unspecified electronic medium. Should a complaint be made to school, the Trust will immediately suspend and remove access rights until the complaint is investigated and resolved.

18.4 In circumstances where it is assessed that there has been a breach of the standards of acceptable use, the school will, as a first action, act promptly to prevent continuance or repetition of the breach, for example to withdraw any unacceptable materials and then follow the Trust's usual disciplinary procedures. This action will involve liaison between the appropriate member(s) of staff, SLT and IT Support.

18.5 Note: The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990 and breaches will be reported to the appropriate authorities.

19 REMOVING EVIDENCE FROM DIGITAL DEVICES

19.1 In accordance with the DfE Searching, Screening Guidance and our LEAP MAT policy, if a member of staff has grounds to suspect that a digital device contains inappropriate material, or material that has been used in an incident of misuse or breach of eSafeguarding policy, they will seek consent from the student that the material is removed from the device or in some circumstances shared with school before it is removed. If the information can not be shared for technical reasons prior to deletion, then a written description should be taken. If staff believe a law may have been broken, then the phone should be confiscated until police advice is sought.

19.2 IMPORTANT NOTE: If it is believed that the **image/recording is of a sexual nature**, it must NOT be shared with school – this is illegal. The student should be instructed to remove the image unless it is believed to be part of an aggravated incident and the evidence may be needed: then the device should be turned off, confiscated and stored securely until the police collect it.

19.3 Staff should seek the relevant responsible Pastoral Team or member of SLT to accompany the student to the IT Team and connect their device to an appropriate computer. To mitigate exposure to potential illegal or other inappropriate or private material, the student to locate the required file(s) and move them from the device to a secure location on the school's network.

19.4 A member of the IT Team will remain present to assist if required, and to act as witness.

19.5 **It is the responsibility of the Pastoral Team or member of SLT to retain an accurate record of evidence that has been taken from digital devices – this could be done on CPOMS**

20 MANAGING DIGITAL CONTENT

Recording

20.1 Students and staff will **only use Trust equipment to create mixed digital media** (images, video and sound) of individuals within our school community. GDPR working practices document (section 19) also clearly states that **staff are not permitted to use personal devices to photograph or record images of students; any digital content must be recorded on the school's equipment.**

Using Images, Video and Sound

20.2 Parents or carers are informed that photographs and digital images of students may be used in the following situations:

- On the LEAP MAT and school website, school's learning platforms
- On the LEAP MAT and school's social media pages
- In the school prospectus and other printed promotional material, e.g. newspapers
- In display material that may be used around the school
- In display material that may be used off site
- In any material that is submitted to an exam board for assessment
- Through any external publication, e.g. Newsletter, School Year Book
- Recorded or transmitted on a video, audio or via webcam e.g. in an educational conference or promotional video

20.3 Consent for these purposes is sought via the school admissions document and the privacy notice (see Trust GDPR Policy). Parents and carers may withdraw permission, in writing, at any time.

20.4 We will remind students of safe and responsible behaviours when creating, using and storing digital images, video and sound linked to both their schoolwork and their social use of technology. We will also remind students of the risks of inappropriate use of digital images, video and sound in their online activities both at school and at home.

Storage of Images

20.5 Any images, videos or sound clips of students must be stored on the school network and never transferred to personally-owned equipment.

20.6 Students and staff are not permitted to use personal devices for storage of any images, videos or sound clips of students/staff or store sensitive information (GDPR working practices document - section 10).

Office 365 – Sharepoint and Teams

20.7 LEAP MAT promotes the use of Microsoft's Office 365 suite to enhance teaching and learning and to enable learning anywhere via shared resources, email, Sharepoint and classroom hubs in "Team" sites. No student meetings should be held with staff using Zoom or other non-Microsoft platforms.

20.8 The Trust uses Microsoft Teams as an integral part of our toolset for creative digital spaces for learning. Whereas in the past consent has been sought for students to access Teams, consent is now presumed, given its importance for engaging in learning

If the Trust returned to remote learning or "Live Lessons" then consent for these purposes would be sought via the school admissions document and the GDPR/privacy notices. Parents/carers may withdraw this permission, in writing, at any time.

Teams recordings are set to expire between 30 and 60 days in line with Microsoft defaults:

https://docs.microsoft.com/en-gb/MicrosoftTeams/meeting-expiration

20.9 To enhance eSafeguarding, some Office 365 services are restricted to students, including the use of Skype, Chat, Yammer and Kaiza.

Office 365 - Storage

20.10 Office365 provides each staff member and student with a storage mechanism called OneDrive that can be used to create, access and edit files from any internet-enabled device.

20.11 Use of OneDrive must be limited to documents such as Word, Excel and Powerpoint, but can store and manipulate images, videos and sound clips under the direction of teaching staff with permission from the Principal. When using Office 365, staff and students must abide by this policy and all relevant laws regarding the storage and sharing of illegal content.

21 CURRICULUM: Learning and Teaching

21.1 Online Safeguarding will be embedded across the school in a series of specific online safety/online safeguarding-related lessons in specific year groups as part of the ICT and Life curriculum in particular.

21.2 We will celebrate and promote online-safeguarding through a planned programme of assemblies and whole-school activities, including promoting Safer Internet Day, theatre in education visits (e.g. CSE/grooming), healthy relationships, fake news, extremism and anti-bullying assemblies.

21.3 Students will be taught about online safety and harms. This will include being taught what positive, healthy and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviour online.

21.4 We will discuss relevant online safeguarding messages with students routinely wherever suitable opportunities arise during all lessons. This will include the need to protect personal information, to consider the consequences their actions may have on others, to check the accuracy and validity of information they use and to respect and acknowledge ownership of digital materials.

21.5 We will remind students and staff about their responsibilities through an **Acceptable Use Policy** which will be displayed when a student logs on to the school network. This will also be displayed in student and staff planners.

21.6 Staff will model safe and responsible behaviour in their own use of technology during lessons.

21.7 We will teach students how to search for information and to evaluate the content of websites for accuracy when using them in any curriculum area.

21.8 All staff and students will be taught about copyright in relation to online resources and will be taught to understand about ownership and the importance of respecting and acknowledging copyright and ownership of digital materials (this is particularly relevant for those completing coursework and essays where credit must be given to the sources used).

21.9 When using digital mixed media, staff will educate students about the risks with taking, using, sharing, publication and distribution of content – in particular they should recognise the risks attached to publishing comments, or media, especially images on the internet, e.g. on social networking sites such as Tik Tok and Snapchat.

21.10Students will be made aware of where to seek advice or help if they experience problems when using the internet and related technologies, i.e. parent or carer, teacher or trusted staff member, or an organisation such as Childline or the CLICK **CEOP** button which is on our school website along with other organisations as signposted from the website safeguarding page. Advice and support information is also in the student planners. Termly safeguarding newsletters also regularly features online safety advice for parents and staff. We will share how students and their families can gain advice about having content /images removed: www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobilesafety/sexting/report-nude-image-online/

22 STAFF AWARENESS AND TRAINING

22.1 LEAP staff receive regular information and training on online safeguarding issues as part of ongoing safeguarding training/awareness raising. The termly safeguarding newsletter to staff and parents usually includes at least one article linked to online safety with regular features about apps, gaming and signposting to sources of advice and support. The safeguarding page of the school website also includes several sources of information and links to advice and support (e.g. Childnet, NSPCC, Think U Know) as well as the **CEOP support button on the opening page of the website.** The LEAP safeguarding staff Code of Conduct also outlines responsibilities linked to online safeguarding.

22.2 As part of the induction process all new staff receive information and guidance on online safeguarding and the Trust's Acceptable Use Policies (AUPs). Acceptable use policies are in both student and staff planners. Annually, staff sign to state that they have received and accept our AUP, GDPR working practices document and Code of Conduct. Online safeguarding is also one element within the annual e-learning safeguarding training all staff complete.

22.3 All staff will be made aware of individual responsibilities relating to the safeguarding of children within the context of online safeguarding and know what to do in the event of misuse of technology by any member of the school community.

23 EMERGING TECHNOLOGIES

23.1 LEAP MAT is keen to harness any emerging technologies that could benefit work practices and teaching and learning. Any new technology will be assessed and evaluated for benefit and security risks before its use is allowed in school.

- The school will periodically review which technologies are available within the School for any security vulnerabilities that may have been discovered since deployment
- Prior to deploying any new technologies within the school, staff and students will have appropriate awareness training regarding safe usage and any associated risks
- The school will monitor ICT equipment usage to establish if the e-Safeguarding policy is adequate and that the implementation of the e-Safeguarding policy is appropriate
- Methods to identify, assess and minimise risks will be reviewed regularly

24 INTERNET ACCESS

24.1 LEAP MAT's internet web filtering policy has been developed to help our school maximise the safety of our students as they use the internet, whilst at the same time retaining the flexibility needed for effective teaching and learning.

24.2 LEAP MAT appreciates that supervision and education in the use of the internet is paramount, and undertaken as part of our Safeguarding training, as the filtering of internet connections alone cannot guarantee the absolute safety of students and staff and hence the need for effective monitoring systems

Primary Filtering

24.3 The Trust's filtering and monitoring systems work in tandem to keep students safe online and adheres to the requirements set out in KCSE p142. Our filtering and monitoring provider is a member of the Internet Watch Foundation (IWF) and implement the Child Abuse

Image Content list of domains and URLs. The system also implements the police assessed list of unlawful terrorist content, produced on behalf of the Home Office.

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

Secondary Filtering

24.4 The Trust utilises a classroom management tool called Impero Education Pro that monitors content accessed by staff and students using a keyword detection solution. Impero's policies are developed in conjunction with specialist organisations and charities, such as the Anti-Bullying Alliance, Beat, Hope Not Hate, the Internet Watch Foundation (IWF), the UK Government's Counter Terrorism Internet Referral Unit, iKeepSafe, Hey Ugly, and ANAD.

Staff actively monitoring the screens of users in the classroom.

Bespoke Tailoring

24.5 Ultimately, the responsibility for internet safety and the configuration of filtering lies with the Principal with support from SLT and DSL) as administered by the IT Support Team (see Appendix 5).

24.6 Roles and responsibilities in filtering and monitoring

https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges

a. Trustees/governing bodies – have overall strategic responsibility for meeting the filtering and monitoring standard

b. The senior leadership team are responsible for:

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why
- reviewing the effectiveness of your provision
- overseeing reports

They are also responsible for making sure that all staff:

- understand their role
- are appropriately trained
- follow policies, processes and procedures
- act on reports and concerns

Senior leaders should work closely with governors or proprietors, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring. Your IT service provider may be a staff technician or an external service provider.

c. <u>**The DSL**</u> should take lead responsibility for safeguarding and online safety, which includes overseeing and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT support staff to be effective. The DSL should work closely together with IT support staff and the IT service provider (Smoothwall) to meet the needs of our setting.

d. <u>**The IT service provider**</u> (Smoothwall) should have technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

The IT service provider should work with the senior leadership team and DSL to:

- procure systems
- identify risk
- carry out reviews (at least annually)
- carry out checks

e. <u>**The IT service provider and IT support staff**</u> will

- make sure monitoring systems are working as expected
- provide reporting on pupil device activity
- receive safeguarding training including online safety
- record and report safeguarding concerns to the DSL

Make sure that:

- monitoring data is received in a format that your staff can understand
- users are identifiable to the school or college, so concerns can be traced back to an individual, including guest accounts

If mobile or app technologies are used then you should apply a technical monitoring system to the devices, as your filtering system might not pick up mobile or app content.

f. <u>**All staff**</u> have a responsibility to support monitoring by effectively supervising online use in lessons/supervised sessions and need report safeguarding concerns and technical concerns. They should <u>**report**</u> if:

- they witness or suspect unsuitable material has been accessed
- they can access unsuitable material
- they are teaching topics which could create unusual activity on the filtering logs
- there is failure in the software or abuse of the system
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted material

24.7 <u>HOW TO REPORT CONCERNS</u>

- **IT support – helpdesk** (breach/failure of filtering, technical issue, new words/spellings etc
- **AND CPOMs** for the case of student suspect/seen accessing unacceptable material (tag the Filtering & monitoring concern category)

24.8 <u>Scope of filtering</u>

The filtering system is applied to all:

- users, including guest accounts
- school owned devices
- devices using the school broadband connection

Our filtering system will:

- filter all internet feeds, including any backup connections
- be age and ability appropriate for the users in our educational setting
- handle multilingual web content, images, common misspellings and abbreviations
- identify technologies and techniques that allow users to get around the filtering such as VPNs and proxy services and block them
- provide alerts when any web content has been blocked

Mobile and app content is often presented in a different way to web browser content. If your users access content in this way, you should get confirmation from your provider as to whether they can provide filtering on mobile or app technologies. A technical monitoring system should be applied to devices using mobile or app content to reduce the risk of harm.

It is important to be able to identify individuals who might be trying to access unsuitable or illegal material so they can be supported by appropriate staff, such as the senior leadership team or the designated safeguarding lead.

Your filtering systems should allow you to identify:

- device name or ID, IP address, and where possible, the individual
- the time and date of attempted access
- the search term or content being blocked

<u>24.9.1</u> **<u>We have a Filtering and Monitoring working group made up of:</u>** IT support, SLT and the DSL as well as our IT provider as needed.

This group will meet <u>half termly to review testing</u> (to review testing for different user groups, on different device types; to review monitoring reports and arising issues and to action plan next steps. The report from the group will include

- *when the checks took place*
- *who did the check*
- *what they tested or checked*

- *resulting actions*

and will be shared with all SLT and the governor with oversight for safeguarding.

This group will ensure an annual review of filtering and monitoring also takes place – using a published toolkit (eg SWGfL's fee resource www.testfiltering.com) to support the framework of such a review.

Monitoring and Reporting

24.10 Internet traffic monitoring will be automatically and actively undertaken by our IT provider, Smoothwall as well as staff actively monitoring the screens of users in the classroom. This is keystroke moniting on all devices connected to our school system, including BYOD connected to the school wifi /network. This proactive monitoring will help staff to identify risks. When a student or staff member types or views something alarming into a digital device, a screen capture is made by the active monitoring system. This capture could be of a browser, an email, a Microsoft document, a social media platform or a chatroom. Active monitoring is not like CCTV that films everything. It only captures moments where a person has shown risk.
The system will create a **risk-grade** (1-5 with 5 being most severe) based on the capture. Key staff can see risk alerts easily, via CPOMs, enabling them to act on severe alerts in a timely manner and respond to lower level risks appropriately.

Classroom management should be the responsibility of the classroom teacher who should be actively monitoring classes.

24.11 All staff and students will be aware of expectations of digital technology use in school, AUPs are clearly stated in both staff and student planners for easy reference; there will be appropriate awareness training eg at the start of a lesson, creating a culture of online safety.

24.12 If users discover a website with inappropriate or potentially illegal content, this should be reported to a member of staff who will inform the Designated Safeguarding Lead and the relevant IT Team as outlined in point 24.5 above. All incidents should be documented and, if necessary, reported to appropriate agencies.

24 EMAIL

25.1 LEAP MAT provides each student and member of staff a Microsoft Office 365 email account which should be limited in its use for **educational and work-based purposes.** This is to minimise the risk of receiving unsolicited or malicious emails and avoids the risk of personal information being revealed.

25.2 All communication between staff and parents and carers and students must be professional in tone and content and **recipients** should be written and checked carefully before sending. These communications must adhere to LEAP MAT GDPR policies and be facilitated via their Office 365 email service. They must not be sent from personal e-mail addresses of staff, via text messaging or any public chat or social networking programme.

25.3 Academies use a standard disclaimer attached to all external email correspondence.

Usage

25.4 All email and attachments are scanned for viruses, malicious content and inappropriate messages. Any inappropriate use, or inappropriate messages from within LEAP MAT or an external source should report to a member of staff or SLT immediately.

25.5 Irrespective of how staff and students access their school email account, this policy and the AUP still applies.

Accessing via Mobile Devices

25.6 Office365 email accounts can be accessed via mobile devices using mail apps, or directly via a web interface

25.7 When using a mail application such as Microsoft Outlook, users must agree to the LEAP MAT Mobile Device Management policy. This policy ensures that data is protected by applying the correct security settings (strong access passcodes and PINs) to the enrolled device, and that in certain exceptional circumstances (such as the loss of a device) the device can be remotely accessed and e-mail data erased.

Rules

25.8 The Trust/Academies will apply automatic external message monitoring, filtering and rejection systems as appropriate, and deny transmission of messages with content that is deemed unacceptable. These monitoring arrangements will operate on a continual and continuing basis with the express aim of monitoring compliance with the provisions of this policy and IT Regulations and for the purposes as permitted by The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000.

25.9 Individual Principals can tailor e-mail rules to suit, but the LEAP MAT baseline rules are as follows:

- **SIXTH FORM STUDENTS (KS5):** KS5 students are allowed to email staff other KS5 students as well as some agreed external organisations such as UCAS and Universities and Colleges

- **KEY STAGE 3 AND 4 STUDENTS (KS3/4):** KS3/4 students are allowed to email staff, but are not allowed to e-mail any other student or any external organisations unless they are given additional privileges eg student leader

25.10 Use of mobile phones

LEAP MAT has adopted the Parents and Teachers for Excellence (PTE) campaign to support mobile device free schools.

The principle to limit screen time during school hours means for Year 7-11 students, mobile devices are not to be used, seen, or heard at any point, anywhere on the school site. Mobiles need to be secured in Yondr pouch and shown at the school gates upon entry to school. Students who fail to produce a Yondr pouch will be required to hand their phone in to a member of staff for safe-keeping during the day._Students who do not show staff a device will be screened in line with the searching and confiscation policy.

Breaches of this rule, without expressed permission in exceptional circumstances, will be sanctioned in the line with Trust's Behaviour Policy (see mobile devices "See it Lose it" information in student planners).

It is essential that students adhere to this rule and ensure that they **do not have phones, devices, including smart watches, on their person as they enter examination rooms.** This is a JCQ examination rule and if breached, a student risks disqualification from the exam/series of exams.

If a student needs to contact his/her parents or carers in an emergency during the school day, they will be allowed to use a school phone.

Mobile phones and personally-owned mobile devices brought to school are the responsibility of the device owner. The Academy accepts no responsibility for the loss, theft or damage of personally-owned mobile phones or mobile devices.

If it is believed that a student has accessed inappropriate material (e.g. violence, hate incidents/crime, sexual content, extremist content) or that they have used personal data to access social media and send inappropriate messages, then the Academy will take action.

Students need to be aware that cyber bullying (includes inappropriate texts, messages via social media and live streaming) will not be tolerated as banter/having a laugh-
Students made aware that sending or sharing sexual images/ content will not be tolerated as these actions are illegal (see section 12 about child on child abuse & online sexual abuse)

Students must not photograph, record images/voices of students or staff without permission at ANYTIME.

If a student breaches the Academy policy then the phone or device will be confiscated and will be held in a secure place eg in the school office. Mobile phones and devices are usually released at the end of the school day, however, students may be sanctioned in line with the Trust's Behaviour Policy for defiance to staff and repeated failure to respect school rules.

(See section about bring your own device BYOD below- section 28)

If a student needs to contact his/her parents or carers, they will be allowed to use a school phone. Parents are advised not to contact their child via their mobile phone during the school day, but to contact the school office.

- **STAFF** - Where staff are required to use a mobile phone for Trust duties, for instance in case of emergency during off-site activities/visits, or for contacting students or parents, then a Trust device will be provided.

  In some exceptional circumstances, or when a member of staff does not have access to a school device, they are permitted to use their own mobile phone but should mask/hide their own number for data privacy purposes.

  Staff are encouraged not to use personal devices to connect to the school's Wi-Fi infrastructure, but are allowed to if they request it. Staff must adhere to this policy and the AUP and no personal device will be permitted to use a wired connection to any of the LEAP MAT or school's infrastructure. See also: BYOD – Section 28

26 Data protection and information security

26.1 LEAP MAT will act and carry out its duty of care for the digital information it holds in line with the Data Protection Act 2018 – the UK's implementation of the General Data Protection Regulation (GDPR).

26.2 Office 365 data is stored in accordance with EU-US Privacy Shield Framework (replacing the Safe Harbor Framework) that provides a mechanism to comply with data protection requirements when transferring data between the European Union and the United States.

See also: GDPR Policy

27 Management of assets

IT Support store information about and manage the IT hardware/software estate across the Trust using Microsoft's System Center. IT assets below the value of £250 are not recorded.

All redundant ICT equipment will be disposed of through an authorised agency.

All redundant ICT equipment that may have held personal data will have the storage media erased.

Disposal of any ICT equipment will conform to The Waste Electrical and Electronic Equipment Regulations 2006 and/or The Waste Electrical and Electronic Equipment (Amendment) Regulations 2007.

28 Bring your own device (BYOD)

Introduction

This supplements section 25.10 above, where Principals recognise the benefits to learning from offering students the opportunity to use personal devices in school (Bring Your Own Device – BYOD) to support educational activities as an exception to the use of mobile devices as described in section 25.10; this refers to KS5 (Y12 and Y13) students primarily.

28.1 BYOD – wi-fi provision

Whilst we recognise that using personal devices can enhance directed learning, we also recognise the need to protect students from offensive and dangerous material and acknowledge the need to ensure all users make responsible use of the internet.
Internet access will be granted via a **voucher system. Once a device is connected to the school network, filtering and monitoring will be in line with all school owned devices**
See Appendix 5 – Internet Settings.

28.2 BYOD – classroom usage – KS5

When explicitly permitted by a member of staff a personal device may be used in lesson to support the lesson objectives. This could be note taking, or for broader learning during independent study.
Using a device for any other reason other than directed, for example games, is not allowed.
If a device is hidden (e.g. under a table, or shielded from an approaching teacher) staff will assume inappropriate use and confiscate the device.

28.3 BYOD – independent study KS5

Key Stage 5 students can use their own devices to support educational activities in nominated private study rooms; supervised study lessons or the sixth form common room and in lessons as designated by the teacher.

28.4 BYOD – additional acceptable use policy

If students use personal devices to connect to the school provided BYOD network, then they must agree to be bound by the additional rules set out in the BYOD Acceptable Use Policy.

28.5 BYOD – device security & management

BYOD is in addition to the curriculum and is not a compulsory element of a student's education. It is not the school's responsibility to provide or support personal devices. The purchase, maintenance, safety, insurance and security of all personal devices must be

borne by parents/students. **All personally-owned devices brought to school are the responsibility of the device owner.** The Academy accepts no responsibility for the loss, theft or damage of personality-owned devices.
There are no secure facilities provided at school to store personal devices. Students should therefore keep their personal devices with them at all times.

28.6 BYOD – misuse

Illegal and inappropriate use of ICT services will not be tolerated. Students may face disciplinary action if they engage in any such activities, including Cyber-bullying and bypassing internet filtering, or the use of electronic communication to harass, abuse or radicalise others. If there is a reason to believe that a student has violated school policy or engaged in misconduct whilst using their device, then evidence will be obtained removed from that device. See section 19.1-5 above, Removing Evidence from Digital Devices. (NB see 19.2 - images/content thought to be of a sexual nature must NOT be removed and stored on the school system – this is illegal).

Access to the school provided BYOD network is a privilege, not a right and can be withdrawn at any time.

28.7 student bring-your-own device acceptable use policy (BYOD-AUP)

You must adhere to the LEAP MAT Data Protection and Privacy policies, Safeguarding Policy, Student Acceptable Use Policy (AUP) and the following Bring Your Own Device Acceptable Use Policy (BYOD-AUP) when using your own personal device in school:

- You are expected to be a responsible user of ICT. Illegal and inappropriate use of ICT services will not be tolerated. You may face disciplinary action if you engage in any such activities. These include, without limitation; cyber-bulling and online abuse; attempting to hack the security of, access or tamper with any parts of the Wi-Fi service; attempting to circumvent the internet filtering service – this includes setting up proxies or using programs to bypass firewall securities; calling, texting, emailing, or communication with any others from a personal device, including other students, parents, guardians, friend and family during school time; or taking, recording or distributing pictures, video or any other material relating to students, staff or areas of the school. (See Safeguarding policy, sections 17-19 about Misuse and Removing Evidence from Digital Devices).

- During directed learning where devices are allowed, **connections to the internet must be via the school provided Wi-FI only.** Unfiltered personal data connections must not be used.

- Where directed by staff, you may use a device to take pictures, or record video or other material relating to educational activities. You must install the OneDrive app on your device and use your school provided Office365 account to store this material on your device. Media must not be saved outside the OneDrive mechanism on personal device camera-rolls or internal storage.

  You are not permitted to use personal devices for storage of any images, video or sound clips of students/staff. (See Safeguarding Policy section 20 about storage of content)

- There are no secure facilities provided at school to store personal devices. You should therefore keep your devices with you at all times.

- You bring your device to school at your own risk. It is your duty to act responsibly with regard to that device. The Academy is not responsible for personal devices that are broken, lost or stolen whilst at school; any data that is lost on personal devices whilst in school; or maintenance, support, troubleshooting or upkeep or any personal device whilst in school.

- You must ensure that your device has a suitable protective case and has adequate insurance in place to cover the cost of replacement or repair in the event of loss or damage.

- To mitigate data loss or misuse, where possible your device should have the appropriate PIN, biometric or suitable device lock and be backed up regularly. Tracking apps such as Find My Device or Find My iPhone should be installed and activated.

- You must take all reasonable steps to prevent transmission or receipt of malicious software, such as computer viruses or malware. (See Safeguarding policy section 16- Preventing the spread of malicious software (Malware, viruses and cryptoware))

- You are responsible for charging your personal devices prior to bringing them into school. If USB charging outlets are provided then they can be used. **You must not connect any personal devices and chargers to school power outlets or connect them via cable to school computers.**

- If you have been allowed to listen to audio files such as music then the volume must be kept at a level that does not disrupt others.

29. RELEVANT POLICIES

29.1 To underpin the values and ethos of our Academy and our intent to ensure that students at our Academy are appropriately safeguarded the following policies are also included under our safeguarding umbrella:-

- LEAP Staff Safeguarding Code of Conduct
- LEAP Anti-Bullying Policy
- LEAP Behaviour Policy
- LEAP Use of force to control or restrain students
- LEAP Attendance Policy
- LEAP Health and Safety including site security
- LEAP Equality Strategy
- LEAP Supporting students with medical needs policy
- LEAP Educational Visits
- LEAP Whistleblowing policy
- LEAP Staff and Student Acceptable Use Agreements
- LEAP Information Technology Security Document
- LEAP GDPR Data Protection Policy
- LEAP GDPR working practices document

30. STATUTORY FRAMEWORK

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

- '*Working Together to Safeguard Children* DfE (2018),updated December 2020
- *'Keeping Children Safe in Education'*, DfE (2023)
- Guidance for Safer Working Practices for Adults who work with Children and Young People (February 2022, Safer Recruitment Consortium)

Appendix 1:
Making a Referral to Children's Social Care

A telephone referral should be made in the following circumstances to the Multi-agency safeguarding hub (MASH) (01709 336080).

- A child or young person makes a clear allegation of abuse
- A child has been abandoned
- Further concerns have arisen in relation to an open case to Children's Social Care
- Concerns of significant harm have risen for a child receiving a service as a **Child in Need**
- Further concerns have arisen of increased or additional risk to a child currently subject to a **Child Protection Plan**
- A child sustains an injury and there is professional concern about how it was caused
- There are any circumstances which suggest that a child is suffering or is likely to suffer **Significant Harm**
- An unborn child may be at risk of significant harm – for more information see **Safeguarding Unborn and Newborn Babies Procedure** and **Concealment and Denial of Pregnancy Procedure**
- A non-mobile infant sustains any injury, however slight, **without an adequate accidental explanation**
- A member of the public makes an allegation that someone has abused a child
- Professional concern exists about abuse or neglect, despite no allegation being made
- A child has been made the subject of an Emergency Protection Order or a **Police Protection Order**
- Concerns have arisen for a child who is the subject of a **Supervision Order** or Care Order
- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see **Practice Guidance: Significant Harm - The Impact of Abuse and Neglect** for more information
- There are concerns that a child or young person is being sexually exploited - for more information see **Action Following Referral of Safeguarding Children Concerns Procedure, Child Sexual Exploitation (CSE)** and **Safeguarding Children and Young People from Sexual Exploitation Procedure**
- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see **Safeguarding Children and Young People who go Missing from Home and Care**
- There are concerns a child may be harmed because of use of technology or social media – for more information see **E-Safety: Safeguarding Children Exposed to Harm through the Digital Media**
- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see **Individuals who Pose a Risk to Children Procedure**
- A child is being denied access to urgent or important **Medical Assessment** or services
- There are suspicions that a child might be harmed because of fabricated or induced illness (see **Protocol for Safeguarding Children in Whom Illness is Fabricated or Induced**
- A child is at risk of being subjected to illegal procedures, for example:-
- **Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure**
- **Safeguarding Children and Young People from Forced Marriage Procedure**
- **Safeguarding Children and Young People from Honour Based Violence Procedure**
- There are grounds for concern that a person may be a victim of human trafficking (see **Safeguarding Children who may have been Trafficked from Abroad Procedure** and

National Referral Mechanism: guidance for child first responders (Home Office, August 2013))

- A child is at risk or vulnerable to being drawn into terrorism - for more information see **Supporting Children and Young People Vulnerable to Violent Extremism Procedure**
- A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through **Domestic Abuse**
- A child is at risk of being harmed because of concerns about their parents' mental health see - **Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure**
- Either an adult or a child makes allegations of non-recent abuse, for more information see - **Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure**.

For information about thresholds, see **Multi-Agency Threshold Descriptors**.

Please note this list is not exhaustive.

Useful Contact numbers and e-mail addresses/websites:-

Rotherham safeguarding hub – 01709 336080
Rotherham duty LADO 01709 336491

Sheffield safeguarding hub 0114 2734855
https://www.safeguardingsheffieldchildren.org/sscb/safeguarding-information-and-resources/referring-a-safeguarding-concern-to-childrens-social-care

National Helplines/Websites:
NSPCC Confidential helpline – 0808 800 5000
help@nspcc.org.uk

Childline – 0800 1111

Remove a nude image shared online:

https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/

Appendix 2: Categories of Abuse and Neglect and other safeguarding issues

This information is taken from KCSE 2023: Part one – for ALL staff

26. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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

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

28. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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 a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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.

29. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. 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. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

30. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, 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; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues

31. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing 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 be signs that children are at risk. Below are some safeguarding issues all staff should be aware of. Additional information on these safeguarding issues and information on other safeguarding issues is included in Annex B

Child-on-child abuse

32. All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

33. All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

34. It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

35. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

36. Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through

violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

37. Some specific forms of **CCE** can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

38. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

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

41. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

42. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Domestic Abuse

43. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation (FGM)

44. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health

45. All staff should be 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.

46. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

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

Serious violence

48. All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

Additional information about Virginity testing and hymenoplasty- forms of honour-based violence

The government has made it **illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK**, as part of the Health and Care Act 2022. It is also illegal for UK nationals and residents to do these things outside the UK.

The Department of Health and Social Care (DHSC) has subsequently published non-statutory guidance for those who may come in to contact with people affected by virginity testing and hymenoplasty.

The Health and Care Act 2022 considers **virginity testing**, also known as hymen, ‘2-finger’ or vaginal examination as any examination (with or without contact) of the female genitalia intended to establish if vaginal intercourse has taken place. This is irrespective of whether consent has been given. Vaginal examination has no established scientific merit or clinical indication.

Hymenoplasty is a procedure, which can involve a number of different techniques, undertaken to reconstruct a hymen. Typically, it involves stitching or surgically reconstructing a hymen. The aim of the procedure is to ensure that the person bleeds the next time they have vaginal intercourse to indicate they are a virgin. Hymenoplasty is different to procedures that may be performed for clinical reasons, e.g. surgery to address discomfort or menstrual complications.

Virginity testing and hymenoplasty are forms of violence against women and girls and are part of the cycle of ‘honour-based’ abuse.

Victims are coerced, forced and shamed into undergoing these procedures, often pressurised by family members or their intended husbands’ family in the name of supposedly upholding honour and to fulfil the requirement that a woman remains ‘pure’ before marriage. Those who ‘fail’ to meet this requirement are likely to suffer further abuse, including emotional and physical abuse, disownment and even honour killings.

The procedures are degrading and intrusive, and can result in extreme psychological trauma, provoking conditions such as anxiety, depression and PTSD, as well as physical harm and medical complications. Both virginity testing and hymenoplasty can be precursors to child or forced marriage and other forms of family and/or community coercive behaviours, including physical and emotional control.

Recognising the indicators that someone may be at risk

Those aged 13-30 are considered to be most at risk, but it can affect girls as young as 8, and anyone can be subject to a virginity test or hymenoplasty regardless of age, ethnicity, sexuality, religion, disability or socioeconomic status. While physical signs of a procedure may be absent and highly unlikely to be identified in school, staff should be alert to the possible presence of stress, anxiety and other psychological or behavioural signs.

The guidance lists the following as indicators as that a person is at risk of or has been subjected to a virginity test and/or hymenoplasty:

- A pupil is known to have requested either procedure or asks for help
- Family members disclose that the pupil has already undergone the practices
- Pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a long period of time which was not a problem previously
- Concern from family members that the pupil is in a relationship, or plans for them to be married
- A close relative has been threatened with either procedure or has already been subjected to one
- A pupil has already experienced or is at risk of other forms of 'honour-based' abuse
- A pupil is already known to social services in relation to other safeguarding issues
- A pupil discloses other concerns that could be an indication of abuse, e.g they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling
- A pupil displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behaviour
- A pupil appears fearful of their family or a particular family member
- Unexplained absence from school, potentially to go abroad
- Changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment

As with all forms of possible honour-based violence, eg FGM, forced marriage, we follow our safeguarding procedures, taking advice from professionals eg police and social care and NOT alerting family prior to seeking such advice. (See at a glance poster on page 8 of the staff planner)

Appendix 3:
Further Information on Specific Concerns (Annexe B KCSE 2023)

Annex B: further Information provides additional information, often with links to support services for the following key areas:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf

Child abduction and community safety incidents
Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
County lines
Children and the court system
Children missing from education
Children with family members in prison
Cybercrime
Domestic abuse
Homelessness
Mental health
Modern Slavery and the National Referral Mechanism
Preventing radicalisation
The Prevent duty
Channel
Sexual violence and sexual harassment between children in schools and colleges
Serious Violence
So-called ‘honour’-based abuse (including Female Genital Mutilation and Forced Marriage)
FGM
FGM mandatory reporting duty for teachers
Forced marriage
Additional advice and support

Appendix 4:
LEAP BA: COVID-19 – School Closure Safeguarding section deals with specific advice and guidance around Coronavirus (COVID 19) safeguarding in schools and covers both school reopening and procedures for closures. (It is anticipated that this section will be updated in light of any new closures/government advice and at this point this appendix is simply a possible template)

This is an addendum to our LEAP Safeguarding policy, which is still our fundamental guidance.

During this partial school closure:

A number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

1. **Working with the Local Authority and school opening for critical worker / vulnerable children**

The LA is responsible for social care. Social workers and the Virtual School continue to work with our most vulnerable

- students who are Looked After (LAC),
- have Child Protection Plans (CP)
- Child in Need Plans (CIN)
- students plus those who have an Education, Health and Care Plan (EHCP)

We will offer places to these students as well as those we view to be particularly vulnerable as outlined in DFE guidance and any others who have experienced family crisis or severe mental health issues over the past few weeks.

These children all have the opportunity to attend school along with the children of critical workers.

2. **Attendance**

During a lockdown lockdown or partial school closure: we will complete the daily Education Setting Status form via the DFE online portal as well as any LA required forms.

- **Attendance of vulnerable students:** school will continue to keep attendance records as directed by DFE and share data as required with both the DFE and LA. Social workers (and VS for LAC students) need to be notified when a child is absent from school to ensure appropriate follow up.
- All students in the above vulnerable categories are expected to attend school, where it is safe to do so (see DFE information about clinically vulnerable, risk assessing those with EHCP) – school will continue to work with parents and agencies to encourage attendance/inform on non-attendance.
- Where vulnerable students are not in school, then safe and well calls will continue as below.

- **Safeguarding – safe and well calls home by safeguarding, pastoral and attendance teams**

All the vulnerable category students as well as those who have an EHCP are on our safe and well calling list. In addition, those we deem "vulnerable" are also on the list. Over time, HoY and the safeguarding teams are adding students to this list, which is shared in Onedrive.

1. Calls will be **twice weekly** for most students on the list, **daily** for CP students and those we believe to be very vulnerable and **weekly** for others.

2. **Calling home** - use either SIMs or the safe and well calling contact spreadsheet in ONEDRIVE

3. If using your own phone- you MUST hide/withhold your number.

4. Explain that this is a safe and well call and ask how the child is, any concerns. If child is there – ask to speak to them to check how they are, how are they coping, do they have any concerns etc.

5. **Concerns:** If parents/child have concerns – we follow our usual procedures to reassure and signpost to support. Support information attached, also on website safeguarding page and student planners. Advise parents to contact social care if real concerns.

6. **If you have safeguarding concerns** – again follow our usual procedures, inform DSL/DSL team and contact MASH where you believe a child is/maybe at risk of serious harm
   Rotherham MASH – 01709 336080. Sheffield MASH– 0114 2734855

7. **Record keeping**
   a) Log calls on CPOMs via the school system or directly at https://dinnington.cpoms.net) using the **Closure safe & well call** category and noting date/time of call, who you spoke to and a summary of conversation & any actions. Alert safeguarding team and HOY as usual to your CPOMs entry.

   b) Safe and well calling spreadsheet: record daily contact made in the correct column

Outcome of call	Code to be used
Yes, spoke to parent	YP
Yes, spoke to child	YC
Yes, spoke to both parent and child	YPC
Voicemail	Voicemail
Unable to leave voicemail/contact	No contact
In school	In school

   c) Contact social worker/early help worker when contact made (& VS for LAC students) to help them co-ordinate their contact arrangements.

3. **What staff and volunteers should do if they have any concerns about a child**

It remains that case that if anyone in a school or college has a safeguarding concern about any child they should continue to **act immediately**.

School is open/partially open: If you are in school, then normal safeguarding procedures should be followed.

There will be a member of the safeguarding team* on site each day or a member of SLT - so they are on hand to deal with issues arising for both students in school and working from home.

School is closed/out of hours
All staff should react immediately if they have concerns about a child – logged on CPOMs and **safeguarding team and HoY team alerted** (see page 4 staff planner for details about logging into CPOMs either directly https://dinnington.cpoms.net or via school links).

Concerns about imminent danger/risk of serious harm: if you are unable to immediately contact a member of the safeguarding team, then contact the safeguarding hub yourself:
Rotherham – 01709 336080
Sheffield – 0114 2734855
Please then record your actions on CPOMs.

In the event of school closure we will email/give students advice sheets about keeping safe, they will also be reminded to check their planners (pages 10-12). Information is also on the safeguarding page of the website

DSL team*- it is vital that we continue to safeguard our students and our DSL team is either in school on a rota, or working from home: Ms Parks, Mrs Daley, Mrs Shay, Mr Grenham and Miss Humphreys.
On CPOMs - safeguarding team alerts go to the whole team. ALWAYS ensure that you include the safeguarding team in any CPOMs alerts as well as emails. The safeguarding email is safeguarding@din.leap-mat.org.uk

4. **Safer recruitment:** during this partial school closure we will respond to any new government advice, but use this plan as a basis of our process:

   - Application process remains the same until the interview stage: virtual interviews replacing face to face interviews.

   - It is important that all staff and volunteers are checked carefully as outlined in the LEAP safeguarding policy to ensure the requirements of Keeping Children safe in Education are implemented. However, the DFE have made the following temporary changes (March 2020 – we would update procedures in light of new guidance should schools be closed again) to the DBS standard and enhanced ID checking guidance:
     - ID documents to be viewed over video link
     - scanned images to be used in advance of the DBS check being submitted
     - the applicant will be required to present the original versions of these documents when they first attend their employment or volunteering role (we would await new government confirmation of this process and amend our procedure accordingly)

- Checking the right to work – (see latest Home Office guidance regarding checks) to see if they can be carried out over video calls, whether job applicants and existing workers can send scanned documents or a photo of documents for checks using email or a mobile app, rather than sending originals.

5. Should we move to a **school hub** situation for staff– then this section will be updated.

6. Any **volunteers** would still be subject to the agreed LEAP Volunteers procedures.

7. **Online safety – remote teaching and learning**
   It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk and respond appropriately as outlined above.

   In order to maintain proper safeguarding of students and staff, it is imperative that the following guidance is adhered to. Live lessons, should follow our agreed protocols and only those with permission should be allowed to join live lessons.

   The first duty of staff is to ensure the safety of our students. The provision of both live and video lessons must not compromise this.
   Staff are expected to plan and provide online learning during closure; DFE guidance states that this should include both live and recorded lessons. As a broad principle during live lessons, **behave, and expect your students to behave, in this online space just as you and they would in school**. We have a duty to safeguard students when working online and all concerns should be reported as outlined above. The staff code of conduct and acceptable use policy are to be followed at all times.

   1. **ClassCharts and Office365** - should be the main learning platforms for students and method for staff to communicate with students and set work.

   2. **Email -** staff should only communicate with students via work email to a student's school email account. Staff PERSONAL accounts should NOT be used, nor should staff email a student's personal account.

   3. **Asynchronous (anytime) video – recorded lessons**
      a. There are advantages to recording video (or audio) rather than engaging in live video or audio sessions. You have a lot more control over the final presented form/content, and can take your time to get things how you want them. Students can watch or listen to this content in their own time, and at their own pace - it's easy to wind back or fast forward if needed.

      b. Such recordings must only be made and broadcast via school-based systems i.e. Teams.

      c. Key safeguarding principles need to be adhered to as described above when conducting a live lesson or recording a lesson. You need to be professional at all times: dressed appropriately, suitable background (not a bedroom; background not showing family photos; no background features to reveal home address or compromise family personal details / data; etc.)

      d. Make sure that your LM is aware of the recording (they should check it prior to it being shared) which should be uploaded to a Sharepoint library for reference.

e. Further guidance can be in the LEAP Remote Teaching and Safeguarding Guidance: WE WILL ADD A LINK IF WE NEED TO INITIATE THIS GUIDANCE There is also guidance and tips shared via the school home page.

f. Be aware that students might still take screenshots, run audio recorders or run their own screen-recorders during these sessions, even if instructed not to. In a classroom context this invasion of privacy would be blatant and swiftly dealt with, but you are unlikely to notice if this happens online.

4. **Live lessons** -

Hosting a livestream means any situation where the school instigates, publishes and is responsible for streaming online content. This includes livestreaming lessons, assemblies and announcements.

a. Prior to any session, we need to ensure that all parents have given permission. The consent form outlines expectations as described here:
Parental responsibility to ensure that NAME'S access to live lessons must be in an appropriate space in the home (not a bedroom; background not showing family photos; no background features to reveal home address or compromise family personal details / data; etc.). This is a precaution as student cameras are to be switched off as part of MS Teams settings
Parents/carers understand that access to live lessons may be withdrawn if NAME does not comply with these conditions and if NAME in any way makes inappropriate use of lesson or video content.
Permissions are collected centrally, linked to SIMs and the MS Teams class groups for you.

b. **BEFORE** you begin planning a live session, you must read the LEAP Remote Teaching and Safeguarding Guidance document: WE WILL ADD A LINK IF WE NEED TO INITIATE THIS GUIDANCE as well as other guidance on the school homepage.

c. The first duty of staff is to ensure the safety of students and as such 2 staff should be present or the lesson recorded and at least 2 students present.
Live streaming must not be 1-to-1.
There are a few exceptional circumstances, as agreed with the Principal (eg SEND bespoke work, KS5 tutoring) and where there is a **written agreement with parents** and possibly external agencies (eg consultant), outlining the circumstances of 1-to-1 tuition. In these circumstances, the agreed LEAP protocol must be followed.

If a live session (eg small group session) is planned and only one student attends, then the session can go ahead (as with all sessions, it is recorded) but the member of staff should notify their line manager at the end of the session to keep a record of this being a one to one session; the relevant HOY /SPL should also be notified.

d. Live lessons/meetings **must be via Microsoft Teams.**

e. Staff MUST be familiar with the privacy settings prior to using the streaming platform (see point b above)

f. Staff must ensure that students are not able to communicate with each other after the staff have left the session – staff are the administrators and must ensure all students have left the session before they do (e.g. to **stop students rejoining a**

Teams call without the teacher there, you must click **END MEETING** not the 'LEAVE' button).

g. Live sessions, should be planned and kept to an appropriate length (ie usual lesson length as a maximum, but shorter input may be more effective with time for students to apply their learning to a task and then a possible plenary session). They should be in your usual lesson slot to avoid conflict with other subjects. BUT, staff need to consider whether all students in the class can access (eg some sharing resources) at that time and whether a pre-recorded session may be best, with a short follow up live session to check understanding etc.

h. Keep a record of the session (date/times/ register of who is involved, who left early and the time they left).

i. Recordings are saved to Microsoft Teams and to Microsoft Streams. Students must be informed that the session is being **recorded at the START of the meeting**

j. You need to be professional at all times: dressed appropriately, suitable background (not a bedroom; background not showing family photos; no background features to reveal home address or compromise family personal details / data; etc)

k. **Student cameras should be OFF**. Staff control mute/unmute to suit the teaching style/content. Students should be directed to use the "chat" facility and the "hands up" function. There is a student guide to support expectations.

k. Schools should ensure that staff using this technology to deliver lessons have access to their line manager and/or SLT colleagues in the event of a concern being raised.

l. Schools have the right, via staff, to withdraw access to live lessons if a student does not comply with the conditions of access and if a student in any way makes inappropriate use of lesson or video content. It maybe that a student's online behaviour becomes disruptive, distracting or otherwise inappropriate and they are asked them to leave the shared space. If this happens, staff you follow school procedures to inform HOY and parents of this concern; appropriate records should be kept of this follow up action.

5. ICT support will assistance with uploading of content or access to live broadcasting, where required. They will also provide staff with guidance on recording, voice overs, etc, to help staff who wish to use this method of lesson delivery.

   - Staff should remind students that-
     Online safety is our number one priority. This live lesson is provided to help with your learning. If you have any concerns regarding online safety, report them to a family member, teacher or other adult.

6. **Mental health and well-being** – we are very conscious that these are unprecedented times and as such will affect children and adults in different ways. For students and staff, we have lost our usual support mechanisms in school and it may be a while before these are fully re-stablished. We have signposted our students to various sources of advice and support – these were emailed to students, shown on social media and are on the website. We continue to use social media to send messages and advice to students and parents.

Before a year group returns, we will be asking families to update us on any changes regarding welfare, health and well-being, to help us to support students appropriately. We recognise that a period lockdown and a return to school and the routines of school-based learning, will be a significant challenge to some students.

Staff are encouraged to create social support groups online and we have put in place weekly check-ins via our line management pyramid to support colleagues. Weekly ebriefings are also in place to support staff and keep them informed of developments. Senior leaders are available via the SLT email, ensuring staff always have access to support. As we return to wider school re-opening, we will communicate the planning and create opportunities for staff to ask questions and visit the site prior to returning to classes resuming on a wider scale.

7. **Child on child abuse** – given that students are operating online now, be mindful of any reports of online abuse. If these come to your attention – please report to HOY and safeguarding team.

APPENDIX 5:
INTERNET SETTINGS

DEFAULT SETTINGS

For purposes of filtering, LEAP MAT's baseline web filter identifies three groups of users:

BYOD	-	All devices connecting via Wi-Fi that are unauthenticated
STAFF	-	All Staff
STUDENTS	-	All Students
LAB	-	All Students in a Computing Lab Environment

SAFE SEARCHING

The majority of web search engines have the ability to filter out explicit content for all queries across images, videos and website. Whilst SafeSearches are not 100% accurate they are designed to help block explicit results, like pornography, from search queries.

BYOD	STUDENT/LAB	STAFF
ON	ON	ON

YOUTUBE

Similar to SafeSearch, YouTube offers its own safety feature to filter explicit and unsuitable content. It has two levels of filtering, STRICT and MODERATE. As with SafeSearch, YouTube filtering isn't 100% accurate and relies on an automated system that analyses the video's content, as well as the results of human moderators who apply an age restriction to videos.

BYOD	STUDENT/LAB	STAFF
OFF	STRICT	OFF

CATEGORY FILTERS

Internet searches are categorised by FortiGuard and allowed or blocked based upon industry standards and LEAP MAT's commitment to upholding stringent eSafeguarding and PREVENT duties.

Key

✖	Blocked	⊙	Allowed and Monitored

Category Descriptions & Contents

For more information on which sites are classified within these categories visit: https://fortiguard.com/webfilter/categories

Potentially Liable	BYOD / STUDENT /LAB	STAFF
• Child Abuse	✖	✖
• Discrimination	✖	✖
• Drug Abuse	✖	✖
• Explicit Violence	✖	✖
• Extremist Groups	✖	✖
• Hacking	✖	✖
• Illegal or Unethical	✖	✖
• Plagiarism	✖	✖

- Proxy Avoidance	✖	✖

Adult/Mature	BYOD / STUDENT/LAB	STAFF
- Abortion	✖	⊙
- Advocacy Organization	✖	⊙
- Alcohol	⊙	⊙
- Alternative Beliefs	⊙	⊙
- Dating	✖	⊙
- Gambling	✖	⊙
- Lingerie and Swimsuit	✖	⊙
- Marijuana	⊙	⊙
- Nudity and Risque	✖	⊙
- Other Adult Materials	✖	✖
- Pornography	✖	✖
- Sex Education	⊙	⊙
- Sports Hunting and War Games	✖	⊙
- Tobacco	⊙	⊙
- Weapons (Sales)	✖	⊙

Bandwidth Consuming	BYOD / STUDENT/LAB	STAFF
- File Sharing and Storage	⊙	⊙
- Freeware and Software Downloads	✖	⊙
- Internet Radio and TV	✖	⊙
- Internet Telephony	✖	⊙
- Peer-to-Peer File Sharing	✖	⊙
- Streaming Media and Download	⊙	⊙

Security Risk	BYOD / STUDENT/LAB	STAFF
- Dynamic DNS	✖	✖
- Malicious Websites	✖	✖
- Newly Observed Domains	✖	✋
- Newly Registered Domains	✖	✖
- Phishing	✖	✖
- Spam URLs	✖	✖

General Interest – Personal	BYOD / STUDENT	LAB	STAFF
- Advertising	⊙	⊙	⊙
- Arts and Culture	⊙	⊙	⊙
- Auction	⊙	⊙	⊙
- Brokerage and Trading	⊙	⊙	⊙
- Child Education	⊙	⊙	⊙
- Content Servers	⊙	⊙	⊙
- Digital Postcards	⊙	⊙	⊙
- Domain Parking	⊙	⊙	⊙
- Dynamic Content	⊙	⊙	⊙

• Education	⊙	⊙	⊙
• Folklore	⊙	⊙	⊙
• Games	✖	⊙	⊙
• Global Religion	⊙	⊙	⊙
• Health and Wellness	⊙	⊙	⊙
• Instant Messaging	✖	✖	⊙
• Job Search	⊙	⊙	⊙
• Meaningless Content	⊙	⊙	⊙
• Medicine	⊙	⊙	⊙
• News and Media	⊙	⊙	⊙
• Newsgroups and Message Boards	✖	✖	⊙
• Personal Privacy	⊙	⊙	⊙
• Personal Vehicle	⊙	⊙	⊙
• Personal Website and Blogs	⊙	⊙	⊙
• Political Organisations	⊙	⊙	⊙
• Real Estate	⊙	⊙	⊙
• Reference	⊙	⊙	⊙
• Restaurant and Dining	⊙	⊙	⊙
• Shopping	⊙	⊙	⊙
• Social Networking	✖	✖	⊙
• Society and Lifestyles	⊙	⊙	⊙
• Sports	⊙	⊙	⊙
• Travel	⊙	⊙	⊙
• Web Chat	✖	✖	⊙
• Web-based Email	⊙	⊙	⊙

General Interest - Business	**BYOD / STUDENT/LAB**	**STAFF**
• Armed Forces	⊙	⊙
• Business	⊙	⊙
• Charitable Organisations	⊙	⊙
• Finance and Banking	⊙	⊙
• General Organisations	⊙	⊙
• Government and Legal Organisations	⊙	⊙
• Information Technology	⊙	⊙
• Information and Computer Security	⊙	⊙
• Online Meeting	✖	⊙
• Remote Access	✖	⊙
• Search Engines and Portals	⊙	⊙
• Secure Websites	⊙	⊙
• Web Analytics	⊙	⊙
• Web Hosting	⊙	⊙
• Web-based Applications	⊙	⊙

Unrated	**BYOD / STUDENT/LAB**	**STAFF**
• Unrated	✖	⊙

Technical requirements to meet the standard

A review of filtering and monitoring should be carried out to identify your current provision, any gaps, and the specific needs of your pupils and staff.

You need to understand:

- *the risk profile of your pupils, including their age range, pupils with special educational needs and disability (SEND), pupils with English as an additional language (EAL)*
- *what your filtering system currently blocks or allows and why*
- *any outside safeguarding influences, such as county lines*
- *any relevant safeguarding reports*
- *the digital resilience of your pupils*
- *teaching requirements, for example, your RHSE and PSHE curriculum*
- *the specific use of your chosen technologies, including Bring Your Own Device (BYOD)*
- *what related safeguarding or technology policies you have in place*
- *what checks are currently taking place and how resulting actions are handled*

To make your filtering and monitoring provision effective, your review should inform:

- *related safeguarding or technology policies and procedures*
- *roles and responsibilities*
- *training of staff*
- *curriculum and learning opportunities*
- *procurement decisions*
- *how often and what is checked*
- *monitoring strategies*

The review should be done as a minimum annually, or when:

- *a safeguarding risk is identified*
- *there is a change in working practice, like remote access or BYOD*
- *new technology is introduced*

There are templates and advice in the reviewing online safety section of Keeping children safe in education.

Checks to your filtering provision need to be completed and recorded as part of your filtering and monitoring review process. How often the checks take place should be based on your context, the risks highlighted in your filtering and monitoring review, and any other risk assessments. Checks should be undertaken from both a safeguarding and IT perspective.

When checking filtering and monitoring systems you should make sure that the system setup has not changed or been deactivated. The checks should include a range of:

- *school owned devices and services, including those used off site*
- *geographical areas across the site*
- *user groups, for example, teachers, pupils and guests*

You should keep a log of your checks so they can be reviewed. You should record:

- *when the checks took place*
- *who did the check*
- *what they tested or checked*
- *resulting actions*

You should make sure that:

- *all staff know how to report and record concerns*
- *filtering and monitoring systems work on new devices and services before releasing them to staff and pupils*
- *blocklists are reviewed and they can be modified in line with changes to safeguarding risks*

You can use South West Grid for Learning's (SWGfL) testing tool to check that your filtering system is blocking access to:

- *illegal child sexual abuse material*
- *unlawful terrorist content*
- *adult content*

APPENDIX 6:
STUDENT ACCEPTABLE USE POLICY (AUP)

By logging onto the network, you have accepted the school's acceptable use policy (AUP) for the remainder of the academic year. Misuse of IT facilities will result in these services being withdrawn.

Students should:

- Keep their usernames and passwords confidential
- Use the school's IT facilities appropriately as directed by the teacher for educational purposes only
- Use only the programs listed in the start menu as directed by the teacher
- Use only the programs identified by the teacher in the lesson
- Use only the websites identified by the teacher
- Log out when aware from their computer for a period of time
- Print only when necessary and after consultation with the teacher

Note:

- All user activity is recorded including file creation, amending, execution, copying and deleting
- All user activity on the internet is recorded and filtered
- Certain file types cannot be saved onto the network
- There is a limit on user's network storage space. Regular checks are made on user storage areas
- Files which have inappropriate names or images which are deems inappropriate will be deleted
- Limited print quotas will be allocated to all students

Misuse of IT facilities includes amongst other things:

- Using another person's account
- Use of proxy anonymizer sites and any technology which bypasses internet filtering and monitoring
- Pressing the keyboard and clicking the mouse of another student's computer without permission
- Pulling out/moving leads, switches and connections from any IT equipment
- Not using the internet for the purpose identified by the teacher
- Unnecessary and inappropriate use of printing facilities
- Changing the settings of any IT resource including computers, printers, projectors, cameras etc.
- Copying or running unauthorised programs such as games, scripts, spyware, malware, media players, file or network utilities, remote desktops etc.
- Running non-school programs, scripts or any other executables from removable media
- Damage or theft of IT equipment
- Any other usage which the school considers a threat to the security of students, information and/or resources

APPENDIX 6

STAFF ICT ACCEPTABLE USE POLICY (AUP)

You must adhere to LEAP MAT Data Protection and Privacy policies, eSafeguarding Policy and the following Acceptable Use Policy (AUP) when using IT services both in and out of school:

- Usernames, passwords and other logon credentials should be kept secure and not revealed to anyone else
- PCs should be logged out when not in use or locked whenever you are away from the device for a period of time
- You should ensure that any personal or sensitive data you use or access (SIMS, Assessment, SEN, Safeguarding, etc) is kept secure and used appropriately
- Ensure that when accessing personal or sensitive data that PC screens are not left unlocked in view of students, or that sensitive data is not broadcast via classroom projectors
- Do not allow an unauthorised person to access Trust ICT services using your credentials
- Any online activity should not harass, harm, offend or insult others
- You must not search for, download, upload, or distribute content that is illegal, or that could be considered offensive by another user. If you accidentally encounter such material you should report this immediately to the IT Support team
- You should not download or install any software or hardware without permission. If you have responsibility for purchasing software, you should be confident that it is adequately licenced and appropriate for educational use
- USB/external storage devices should not be used unless explicit permission is granted by the Principal. Staff are encouraged to use OneDrive to securely work on documents between home and school. **No personal data whatsoever should ever be held on a USB/external hard drive**
- Any sensitive data that needs to be taken off-site should be held on OneDrive, accessed via www.office.com and not synchronised to any personal device. OneDrive folders synchronised to Trust managed devices is acceptable, where those devices are encrypted with BitLocker or equivalent technologies. If data needs to be taken off-site and OneDrive is not suitable, then data can be held and transported on an encrypted USB drive as authorised by the Principal
- Any electronic communication should be related to Trust business only and should be through Trust e-mail addresses or other appropriately sanctioned communication systems (such as SIMS InTouch)
- Any digital mixed media content of students and staff should be for Trust purposes only. They should be recorded on school equipment and stored securely on LEAP MAT's ICT infrastructure
- You must never provide your personal details, or the personal details of others to students or parents, or publicly on the internet. For using social media, see the relevant policy
- You should promote and support the school eSafeguarding Policy and Data Protection and Privacy Policies, and promote and model safe and responsible behaviour in students when using ICT to support teaching and learning
- Any ICT equipment used or borrowed from LEAP MAT should be used in accordance with this AUP at all times. If taken off-site, the equipment should be returned annually for an electrical safety check and to ensure compliance with secure IT policies. On leaving the employ of LEAP MAT, the equipment should be returned in good order to the IT Team prior to leaving
- Particular care should be taken to ensure that any sensitive information shared or emailed to other colleagues or external agencies is kept secure in transfer and that you are certain of the correct recipient. Any data that potentially has been transmitted

insecurely, or to an unauthorised party should immediately be reported to the IT Support team

- You must report all suspected or potential IT security, eSafeguarding or data breaches to the IT Support team and the DPO and DSL for safeguarding issues.

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Live Lesson Code of Conduct

This Code of Conduct document must be read in conjunction with The Trust's IT Acceptable Use and Safeguarding Policy.
Parents and carers must agree to these expectations of their children before they can participate in live lessons.

CODE OF CONDUCT
Before attending a live lesson, students must ensure:
•They are located in an appropriate space for video broadcasting – not a bedroom, an open-plan, shared space where possible, without family photos or any other background feature that could reveal or compromise family or personal details. Teams backgrounds can be used to hide the home.
•They are dressed appropriately.

When attending, students must:
•Attend promptly as per the given timetable. The teacher will issue a "meet now" or start the lesson using another mechanism depending on Academy just before the meeting time.
•Give notice in advance, to subject teachers if they cannot attend and state the reason. Then if possible, watch the lesson at a later time.
•Mute their microphone and switch off their camera.
Students must maintain the high standards of behaviour expected by The Trust by:
•Only taking part in the session at the appropriate time and in the manner expected, given that all actions including audio, video and chat are monitored and recorded.
•Only take part in lessons that they are invited to.
•Not engaging in any spoken or written, or other language or behaviour that could be deemed inappropriate or offensive either visually, verbally or through the discussion functions.
•Not filming or photographing any other student or teacher taking part in the live lesson, during or from the session video that is made available afterwards.
•Not photographing any shared screens/work during the session. A recording will be made available afterwards if anything was missed.
•Requesting clarification, and by asking questions as directed by the lesson teacher and by using the "Hands Up" function in Teams to await their turn to respond or using the Team Chat function so the teacher can see your question.
•Being respectful to all of those involved in the lesson.

DISCIPLIINARY PROCEDURE
If a student is not behaving in accordance with the expectations above, then depending on the severity of the incident they will be warned by the class teacher, or if further incidents occur they will be removed from the lesson and the matter escalated. Teachers can remove students from the lesson at the first incident if they deem it to be serious enough. Students cannot then return to the lesson.

With escalations, further sanctions may occur, including removal from live lessons indefinitely and as such breaches of this code of conduct be reported to a Pastoral Leader or Senior Leader.