ACADEMY POLICY FOR CHILD

PROTECTION TO SAFEGUARD

AND PROMOTE THE

WELFARE OF CHILDREN

Publication date: September 2025
Review date: September 2026

How does God's love abide in anyone who has the world's goods and sees a brother or sister in need and yet refuses help? Little children, let us love, not in word or speech, but in truth and action.

1 John 3:17-18

The Southwell and Nottingham Diocese Multi Academy Trust core values state that the trust encourages a holistic approach to the development of pupils, believing that each person is an individual made in the image of God and should, therefore, be supported to reach their full potential by receiving the very best education possible. In order to do this the trust is committed to ensuring each academy is a place of safety for pupils as well as a place of refuge and support in times of need.

The Trust recognises that all people working in their academies contribute to the safeguarding and promoting of children's welfare, The Trust and each academy also recognise that they have statutory duties to safeguard children and protect children from harm. Safer working practices and child protection underpin everything that takes place in the academies; safeguarding is woven through every aspect of academy life.

This policy sets out how academies fulfil their statutory responsibilities holding safeguarding and child protection as key to ensuring all members of the academy community are cared for, respected, listened to and protected.

West Grantham Secondary Academy have a culture of safeguarding and child-protection – safeguarding is everyone's responsibility. The school plays a crucial role in preventative education and adopt a culture of promoting respectful relationships, self-esteem, equality and concepts of law relating to abuse, sexual harassment, so-called honour-based violence and FGM. We have strong pastoral systems to support a whole-school approach to preparing students for life in modern Britain.

This Child Protection Policy is ratified by the Board of Trustees and reviewed by the Local Governing Body.

Date of ratification: Date of last review: September 2025
                                                                Date of next review: September 2026

Policy:	Academy Policy for Child Protection to Safeguard and Promote the Welfare of Children
Approved by:	SNMAT Board of Directors
Date:	September 2025
Review cycle:	Annual

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
2023	14.8.23	SD	References to KCSiE changed to 2023 and page /paragraphs updated throughout
2023	14.8.23	SD	P5 Nottingham City Council Education Welfare Service Enforcement Policy – removed Departmental advice Sexual Violence and Harassment Between Children in Schools and Colleges September 2021 - removed
2023	14.8.23	SD	P12 Academies will have in place processes to deal with any concerns in respects to adults that do not meet the harm threshold (low level concerns) (KSCiE 2023 part 2, section 2 p100) - added
2023	14.8.23	SD	P15 Appendices removed from page 15 onwards and statement added page 5
2023	8.1.24	SD	References to Working Together to Safeguard Children changed to 2023
2024	29.7.24	SD	P5 Key contact Nottingham City Council LADO details removed Link added for online forms to contact LADO and MASH

VERSION	DATE	AUTHOR	CHANGES
2024	29.7.24	SD	P7 KCSIE 2023 amended to KCSIE 2024 and throughout the document. Page and paragraph numbers updated as necessary. "Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers" March 2015 updated to May 2024 "The Prevent Duty Departmental, advice for Schools and Child Care Providers" August 2015 updated to September 2023 Children Missing from Care Homes and Education, Nottinghamshire County Council replaced with Children missing education, Statutory guidance for local authorities September 2016
2024	29.7.24	SD	P7 & P9 Safeguarding and Child Protection amended to Safeguarding and Protecting the Welfare of Children
2024	29.7.24	SD	P10 Nottinghamshire MASH email address removed
2024	29.7.24	SD	P12 Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the academy amended to Ensure robust arrangements are in place and embedded in the daily life and practice of the academy to promote the welfare of the child
2024	29.7.24	SD	P14 Pathway to provision updated to version 9.2

VERSION	DATE	AUTHOR	CHANGES
2024	29.7.24	SD	P15 Special Educational Needs subtitle added The relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the academy, where this is the case, the member of staff must speak to the academy (Disqualification by Association under the Child care Act 2006 - as amended 2018). (KCSiE 2023 p70, para 265) amended to Staff working with children under the aged 5 and under (or 8 in wrap around care) understand the circumstances that they must declare which may lead to disqualification under the Childcare Act. (Disqualification under the Child care Act 2006 - as amended 2018). (KCSiE 2024 p74, para 269-273)
2024	29.7.24	SD	P17 child protection amended to The welfare of a child
2024	2.9.24	SD	P9 definition update to reflect the final Version of KCSiE 2024
2025	1.9.25	SD	References to KCSiE 2024 updated to KCSiE 2025 and page references updated throughout
2025	1.9.25	SD	Rachel Moffoot name and email amend to Baker
2025	1.9.25	SD	P7 **Children missing education**, Statutory guidance updated to August 2024
2025	1.9.25	SD	P10 MASH fax number and postal address removed
2025	1.9.25	SD	P14 Bullet point and link added to recognise the working together to improve school attendance is now statutory guidance

Key Contacts

Role	Name	Contact Details
SNMAT Chief Executive Officer	Chris Moodie	Chris.moodie@snmat.org.uk 07841 025000
SNMAT Director	Hilary Craik	hilary.craik@gmail.com
SNMAT safeguarding lead	Samantha Dennis	sdennis@snmat.org.uk 01636 817247 / 07809 306640
SNMAT safeguarding officer	Rachel Baker	rbaker@snmat.org.uk 07360 121027
Designated Governor for Child Protection	Mr Martin O'Connell	moconnell@wgacademy.org.uk
Designated Senior Person for Child Protection	Mrs Teresa Pendleton	tpendleton@wgacademy.org.uk
Deputy Designated Person for Child Protection	Mr Wayne Martini	wmartini@wgacademy.org.uk
Chair of Governors	Mr Martin O'Connell	moconnell@wgacademy.org.uk
LA Child Protection Contact/LADO	Lincolnshire LSCP	01522 554674 LSCP_LADO@lincolnshire.gov.uk
Children's Social Services Lincolnshire		01522 782111

West Grantham Secondary Academy Commitment

This policy applies to all staff, governors and volunteers working in the academy and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Partnership.

We will ensure that all parents/carers are made aware of their responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this academy safeguarding and protecting the welfare of children policy.

These duties and responsibilities as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2023 and HM Working Together to Safeguard Children 2023 which are incorporated into this policy.

This policy should be read in conjunction with:

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

"Keeping Children Safe in Education" (September 2025), which is the statutory guidance for Schools and Colleges. The guidance is available via the following link: KCSIE 2025

"What to Do if you are Worried a child is being Abused: Advice for Practitioners". March 2015. The guidance is available via the following link: What to do if you are worried a child is being abused

"**Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers**". May 2024. The guidance is available via the following link: Information sharing advice

"The Prevent Duty Departmental, advice for Schools and Child Care Providers" September 2023. The guidance is available via the following link: The Prevent Duty

Children missing education, Statutory guidance for local authorities August 2024
Stat guidance template (publishing.service.gov.uk)

The Teachers' Standards (DfE 2021) here

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The SNMAT safeguarding TEAMS file contains templates and information to further support this policy and to aid monitoring and compliance.

Roles and Responsibilities:

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school.

All staff who work directly with children are expected to read at least part 1 of Keeping Children Safe in Education (KCSIE) and also annex B (about specific safeguarding issues).
Staff who do not work directly with children will read either part 1 of KCSIE or Annex A of KCSIE (a condensed version of part 1).

All staff working directly with children will :
- Read and understand part 1 and annex B of the KCSIE at least annually.
- Know and follow our systems for safeguarding – including how to identify signs of safeguarding and raise a concern using CPOMS.
- The process for making a referral to the local authority.
- What to do if they identify or suspect FGM.
- How to raise concerns about members of staff, including the headteacher.
- Know how to contact the LADO.

The designated safeguarding lead (DSL) will:
- Read KCSIE in its entirety.
- Be a member of the senior leadership team and take lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding the filtering and monitoring processes.
- Be available during term-time school hours for staff to discuss any safeguarding concerns. (If the DSL is not available, the deputy DSL will be available.
- Have a good understanding of harmful sexual behaviours.
- Ensure accurate and detailed records are kept for all safeguarding concerns.
- Keep the headteacher informed and up-to-date on all safeguarding issues.
- Liaise with outside agencies as appropriate.

The headteacher will:
- Ensure staff are informed of the systems for reporting safeguarding as part of their induction.
- Ensure the DSL has appropriate time and training to carry out the role and there is always adequate cover if the DSL is absent.
- Make decisions regarding all low-level concerns (though they may wish to collaborate with the DSL on this).

The governing board will:
- Facilitate a whole-school approach to safeguarding.
- Evaluate and approve the policy at each review – ensure it complies with law and hold the headteacher to account for its implementation.
- Ensure the school has appropriate filtering and monitoring in place.
- Ensure all staff undergo safeguarding and child-protection training.
- Ensure the DSL has appropriate status and authority to carry out their role.
- Ensure the school has procedures to manage low-level concerns.
- Read KCSIE in its entirety.

SAFEGUARDING

Safeguarding children is defined as:

- The actions we take to promote the welfare of children and protect them from harm. This is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and Protecting the Welfare of Children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes

(KCSiE, September 2025, para 3)

Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety, including both their physical and mental health
- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- Internet or e-safety and associated issues, including safe online practices
- Appropriate arrangements to ensure academy security, taking into account the local context
- Recruitment Procedures
- Private fostering

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse
- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice-based bullying
- Online safety
- Child on Child Abuse; including sexual violence and harassment
- Children missing education
- Racist, disability, homophobic or transphobic abuse

- Extremist behaviour and/or radicalisation
- Child sexual exploitation and trafficking
- Child Criminal Exploitation
- Serious violence
- Accessing pornography
- Substance misuse
- Issues which may be specific to a local area or population, for example gang activity and youth violence, gender-based violence/violence against women and girls
- Particular issues affecting children including domestic violence, sexual exploitations, female genital mutilations and forced marriage, fabricated or induced illness
- Faith abuse
- Teenage relationship abuse

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within our academy will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. Children will be taught about safeguarding issues in a way that is age appropriate.

Our academy, therefore, led by senior leaders, governors and the multi academy trust, aims to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. Our academy will do this by promoting a culture of safeguarding that is understood by every member of the academy community. We will adopt an open mind and know that 'this could happen here' and we will respond with appropriate action in a timely manner for those children who may need help or be suffering, or likely to suffer, significant harm.

Where staff or others need to raise concerns, these should be made to the Designated Safeguarding Lead who will coordinate a response. Concerns can be raised directly with Children's Social Care, but we would advocate contact with the Designated Person first. The Designated Safeguarding Lead, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

If the DSL is not available a referral can be made directly to Lincolnshire children's services:
- telephone: 01522 554674

All staff should know all avenues available to them to raise a concern.

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

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm or is in immediate danger. **Anyone can make a referral.**
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All staff should know all avenues available to them to raise a concern.

Tell the DSL as soon as possible if you make a referral directly. Record detail of the concern, including reasons, the time and date on CPOMS as soon as possible.

- If you have a query or wish to report a safeguarding concern, contact 01522 782111 (Monday to Friday, 8am to 6pm). For out-of-hours emergencies, call 01522 782333.
- If you require the Children's Services Safeguarding liaison officer – contact: Laura Bonner – Head of Service. E-mail: **Laura.Bonner@lincolnshire.gov.uk**
- Do not send safeguarding referrals to the above e-mail address as they may not be processed.

The Lincolnshire Safeguarding Children's Partnership (LSCP) is a statutory multi-agency partnership board. Their vision is that children and young people are safeguarded, supported and their lives are improved. The LSCP believe that this can be achieved by all agencies working together.

The Lincolnshire Safeguarding Children Partnership will:
- Work effectively as a partnership to protect children from harm.
- Build working relationships between partners which support constructive challenge.
- Be transparent and self-critical.
- Learn from local and national safeguarding practice and improve the way children are safeguarded.
- Listen and respond to children and young people and adult victims and survivors of child abuse to guide how services are delivered.
- Ensure services for children and families in Lincolnshire support children and young people to stay healthy and happy.
- Ensure services for children and families in Lincolnshire support parents and carers to provide the best possible care for their children.

If you need any more information about the LSCP please email lscp@lincolnshire.gov.uk.

The Policy

There are five main elements to our policy:

- Providing a safe environment in which children can learn and develop
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse
- Supporting pupils who have been abused or harmed in accordance with his/her child protection plan
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe

We recognise that because of the day-to-day contact with children, academy staff are well placed to observe the outward signs of abuse. The academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Ensure children know that there are adults in the academy whom they can approach if they are worried
- Ensure all adults know what to do and say if a child discloses abuse
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies
- Ensure the wider environmental factors on a child life are considered when these may be a threat to their safety and/or welfare (Contextual Safeguarding)
- Be aware of vulnerable and potentially vulnerable pupils so that, in the event of prolonged closure, we can ensure there are mechanisms in place to support these pupils and check on their welfare
- Include opportunities in the PSHE curriculum, and as part the wider broad and balanced curriculum, for children to develop the skills they need to recognise and stay safe from abuse by:
    - availability of local and online advice
    - recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation and know how to get help when they need it.
    - developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse
    - recognising how pressure from others can affect their behaviour
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies
- Ensure robust arrangements are in place and embedded in the daily life and practice of the academy to promote the welfare of the child
- Promote pupil health and safety
- Promote safe practice and challenge unsafe practice

- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers and supply teachers (KCSiE 2025, Part Four p94) and work in accordance with the NSCP Local Inter-agency procedures
- Address drugs and substance misuse issues
- Provide first aid and meet the health needs of children with medical conditions
- Ensure academy site security
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation
- Set clear guidelines for everyone regarding having a duty to safeguard children inside/outside the academy environment including school trips, extended schools, activities and vocational placements
- Review practice and procedures on the light of new guidance, serious case reviews and academy context, to ensure the best possible safeguarding and child protection practice is always being delivered.

Ensure all staff and governors have read and understood part 1 of KCSiE 2025 and that governing bodies are aware of their responsibilities as set out in part 2.

All staff are made aware of the indicators of abuse and neglect, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

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.

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. 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.

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.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

We take account of guidance issued by the DfE in KCSiE 2025 to:

- Ensure we have a designated person for child protection who is a member of the Senior Leadership Team and a Deputy Safeguarding Leading, who have both received appropriate training and support for this role
- Ensure we have a nominated governor responsible for child protection and safeguarding
- Ensure we have a designated teacher for looked after children
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the Designated Safeguarding Lead, and their deputy, responsible for child protection and their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead or to children's social care/police if a child is in immediate danger
- Ensure all staff and volunteers are aware of the early help process and understand their role in it
- Ensure that there is a Whistleblowing Policy and a culture where staff can raise concerns about unsafe practice and these concerns are taken seriously
- Listen to, record and monitor low level concerns regarding behaviour that may indicate a child/ren are at risk
- Ensure that there is a complaints system in place for children and families
- Ensure that parents understand the responsibility placed on the academy and staff for child protection and safeguarding by setting out its obligations in the academy prospectus and on the academy's website
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences
- Recognise that 'Working together to safeguard attendance' is statutory guidance and apply this guidance

- Maintain records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard
- Ensure access to electronic records are secure and only accessible by authorised staff
- Main pupil files indicate there are confidential records for relevant pupils
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed
- Apply confidentiality appropriately
- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies
- Ensure governors have sufficient training and knowledge to provide strategic leadership for safeguarding, fulfil their statutory responsibilities and challenge school leaders

Supporting children

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The academy may be the only stable, secure and predictable element in the lives of children at risk.   When at the academy their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and/or disabilities.

We understand that when a child has a social worker, it is an indicator that the child is at more risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

The academy will endeavour to support the pupil through:
- The content of the curriculum.
- An ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The academy behaviour policy and anti-bullying policy which is aimed at supporting vulnerable pupils in the academy. The academy will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Proactive intervention/support from mentors/counsellors and pastoral managers.
- Liaison with other agencies that support the student.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there has been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and/or disabilities is recognised.
- Being aware of pupils at risk of homelessness, and the guidance on Provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation - GOV.UK (www.gov.uk)

Online Safety

At West Grantham Secondary Academy, students are taught about safeguarding themselves, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.
Pupils are taught to recognise when they are at risk and how to get help when they need it.
Online safety and the use of mobile technology
We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.
To address this, our school aims to:
- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk
Our approach to online safety is based on addressing the following categories of risk:
- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:
- Educate pupils about online safety as part of our curriculum. For example:
- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings.

- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present.

- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones

- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation

- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively

- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our online safety policy which can be found on our website.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.
All staff are aware of their responsibilities when responding to an incident involving the sharing of images.
All incidents involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), must be reported it to the DSL immediately.

Staff must **not**:
- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this using CPOMS and reporting to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

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

Initial review meeting
Following a report of an incident, the DSL or DDSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved any whether a risk assessment is necessary.
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows 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 imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL
If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.
They will hold interviews with the pupils involved (if appropriate).
If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

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

Children includes everyone under the age of 18.

If you discover that FGM has taken place or a pupil is at risk of FGM
Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

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

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

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

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL.
The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:
> The local authority (LA)
> Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
> The chief officer of police for a police area in the LA area

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

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

Special Educational Needs

At West Grantham Acdemy, we recognise children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- These children may be more prone to peer group isolation or bullying (including prejudice based bullying) than other children.
- Children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs.

We offer extra pastoral and targeted support for these pupils. This includes:
- Sharing details of all students on the SEND register.
- Providing a detailed profile of need for all students with SEND.
- Regular SEND briefings to share concerns.
- Providing a quiet, safe space for break/lunchtimes and the start of the academy day.
- Providing support in lessons and/or targeted interventions.

Equality statement

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

We give special consideration to children who:
- Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

Safe Staff and Supporting Staff

- Safer recruitment processes will be followed in accordance with KCSiE 2025 (Part Three Safer Recruitment, p57).
- Checks and references are an essential part of this process.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the Trust's Code of Conduct and the Guidance for safer working practice for those working with children and young people in education settings February 2022 Safer Working practice This should assist in limiting complaints against staff of abuse of trust and/or allegations.

- Staff working with children under the aged 5 and under (or 8 in wrap around care) understand the circumstances that they must declare which may lead to disqualification under the Childcare Act. (Disqualification under the Child care Act 2006 - as amended 2018). (KCSiE 2025 p76 & p77 , para 268-272)
  - In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead if the headteacher is not present), should be notified immediately. If it relates to the headteacher, the chair of governors and the CEO of the MAT or SNMAT safeguarding lead should be informed without delay. The academy will respond to all allegations robustly in collaboration with the Local Authority Designated Officer (LADO) and the Multi Academy Trust.
  - Academies will have in place processes to deal with any concerns in respects to adults that do not meet the harm threshold (low level concerns) (KSCiE 2025 part four, section 2 p108)
- Staff may find some of the issues relating to child protection upsetting and may need support which should be provided by the academy and SNMAT Human Resources Team. (Jo Smith, SNMAT HR). Supervision is available on request from the SNMAT safeguarding officer - Rachel Baker. Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO)/LADO and where appropriate to the leadership team.

Links to other Policies

This policy should be read alongside and in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in the academy.

This policy links to the following policies and procedures:
- Behaviour
- Complaints
- Health and safety
- Attendance
- Child on child abuse and HSB
- Online safety
- SEND
- Equality
- Relationships and sex education
- First aid
- Curriculum
- Prevent
- Confidential reporting and whistleblowing

Other Agency Policies

- Guidance where children are at risk from missing education

Whistle Blowing Policy

Where there are concerns about the way that safeguarding is carried out in the academy, staff should refer to the Whistle Blowing Policy. A whistle blowing disclosure must be about something that effects the general public, such as:

- A criminal offence has been committed, is being committed or is likely to be committed
- A legal obligation has been breached
- There has been a miscarriage of justice
- The health and safety of any individual has been endangered
- The environment has been damaged
- Information about any of the above has been concealed

If a concern cannot be raised in the academy, staff can contact:

Chris Moodie	Samantha Dennis
CEO	Safeguarding Lead
Chris.moodie@snmat.org.uk	sdennis@snmat.org.uk
07841 025000	07809 306640

The NSPCC's *what you can do to report abuse* dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding the welfare of a child or safeguarding failures internally or have concerns about the way a concern is being handled by their school or college via https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/ or by calling 0800 028 0285- line is available 8.00am to 8.00pm Monday to Friday and email: help@nspcc.org.uk. Staff will be made aware of all available routes to raise a concern.