

Policy: Safeguarding & Child Protectio	Issue Date04/09/2024	Version No4
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Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of this environment. All staff, but especially the DSL should

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PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

What staff should do if they have a concern about a child

All staff must report any concerns they have about a child and not see these as insignificant. Staff should not assume a colleague or another professional will take action and share the concern. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in the case of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity.

A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

Staff must immediately report any:

- Suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes perceived in play / everyday, normal activities
- Explanation given which appears inconsistent or suspicious
- Behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, play, actions)
- Concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment
- Concerns that a child is presenting signs or symptoms of abuse or neglect
- Attendance
- Hint or disclosure of abuse from any person
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All concerns about a child should be reported without delay and recorded in writing using the agreed procedure (CPOMS see above)

If in doubt about recording requirements, staff must discuss this with the DSL.

Following receipt of any information that raises concern, the DSL will consider what action to take made, and the reasons for those decisions will be recorded in writing.

It is not the responsibility of school 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 these procedures.

The school adheres to child protection procedures that have been agreed locally through the local safeguarding partners. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with local threshold guidance.

If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to the police. If a criminal offence has been committed contact the police. If the staff member with concerns should press for consideration by raising concerns again with the DSL and/or the headteacher. Concerns should always lead to help for the child at some point.

Staff should always follow the reporting procedures outlined in this policy in the first instance.

- The situation is an emergency and the DSL, their alternative and the headteacher are all unavailable.
- If a staff member does not feel the situation has been addressed appropriately at this point, then they should contact the DSL and/or the headteacher.

Any member of staff, who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy, should raise their concerns with the headteacher or the chair of governing board. If a member of staff does not feel the situation has been addressed appropriately at this point, then they should contact the DSL and/or the headteacher.

Vulnerability

Staff should consider children who may be particularly vulnerable to abuse and may require early help.

This could include:

- Any child with additional needs including children with Special Educational Needs / Disabled children (SEND)
- Children facing housing issues such as frequent moves and homelessness
- Those living in families with chaotic lifestyles

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- Families with increased stress, parental mental ill health and / or drug and alcohol dependency
- Those children living elsewhere, with friends, relatives, privately fostered, in care or are leaving care
- Asylum seekers / refugees
- Those vulnerable to discrimination on the basis of a protected characteristic
- Children living in households with domestic abuse
- Children living in households with child abuse including FGM and forced marriage
- Children with communication difficulties
- Children without adequate parenting / supervision which could lead to abuse, risk

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- Ensures staff are aware of the indicators and signs of child on child abuse and how to identify them
- Addresses inappropriate behaviour (even if it appears to be relatively minor)
- Has clear robust policies on dealing with key issues of behaviour such as cyber bullying
- Ensures staff and children are aware of the policies
- Ensures robust supervision and be aware of potential risky areas in the school
- Increases supervision during key times
- Takes steps to prevent isolation
- Separates children if needed
- Where risk is identified, an individual child risk assessment is put in place, reviewed and updated appropriately.

The following systems are in place to enable children to confidently report any abuse:

- < All children know who they can report to in school, including clear child friendly signage
- < Assemblies and class activities signposting children to key actions / people
- <

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Children and young people can be involved in an incident in several n incfi-6.007ete people can INo:

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CYBERCRIME

Cybercrime is criminal activity committed using computers and / or the internet. It is broadly defined as any crime that is enabled (at scale and at speed) or committed only using a computer.

Cyberdependent crimes include:

- A person uses a computer network to look for test paper answers or change grades awarded.
- A person uses a computer to access a restricted area of a computer system.

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- ◁ Strong culture of Positive Behaviour Support (PBS) where work towards Quality of Life improvements for all
- ◁ Commitment to Bild approach, including investment in training and PBS Coaches Programme, and using NAPPI

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reported to the DSL. Where there are concerns about the headteacher this should be referred to the chair of the governing board.

What staff should do if they have concerns about safeguarding practices within the school

The school will maintain a safeguarding culture which encourages all staff and volunteers to feel able to raise concerns. Where staff have concerns about poor or unsafe practice and potential whistleblowing policy.

Where a staff member feels unable to raise an issue with the school, or feels their genuine concerns are not being addressed, other whistleblowing channels are available, such as the NSPCC whistleblowing advice line. Contact details are on the Key External Contacts page.

MANAGING SAFEGUARDING CONCERNS AND ALLEGATIONS MADE BY STAFF, VOLUNTEERS AND CONTRACTORS

Allegations that meet the harms threshold

All allegations will be investigated thoroughly and as a matter of urgency. They will be dealt with quickly, fairly and consistently. Protection will be provided for the child and the person subject to

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This includes allegations made against agency and supply staff, volunteers and contractors. Should an allegation be made against the headteacher, this will be reported to the chair of the governing board.

In the event that neither the headteacher nor chair of the governing board is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as headteacher / the DSL or the vice chair of the governing board the LADO.

The case manager will conduct basic enquiries in line with local procedures and KCSIE to establish the facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy

will be implemented. The case manager will discuss the allegation with the LADO, the nature, content and context of the allegation and agree a course of action. Where the case manager deems there to be an immediate risk to children or a criminal offence has been committed, the police will be contacted immediately. All discussions, agreed actions and communications will be recorded in writing using CPOMS tagged Safeguarding Headteacher Only. The LADO should be informed within one day of any allegations made to the case manager and any actions taken.

If the initial discussion leads to no further action, the case manager and the LADO will record the decision and justification for it and agree on what information should be put in writing to the individual concerned.

The case manager will ensure that the individual who is subject to the allegation is informed as soon as possible explaining the likely course of action guided by the LADO, and the police where necessary. The case manager will appoint a named representative to keep the person informed about the progress of the case and consider any appropriate support.

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The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service (DBS) and/or the Teaching Regulation Agency (TRA) should be made where an allegation is substantiated and the person is dismissed or the school ceases their services, or resigns or otherwise ceases to provide their services.

The school has a legal obligation to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; where it considers an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person poses a risk to a child.

In the case of a member of teaching staff, the case manager must consider making a referral to the TRA to consider prohibiting the individual from teaching.

If an allegation is made against a supply teacher, agency worker or contractor, the headteacher will liaise closely with the agency involved. The headteacher will ensure that any allegations are recorded in the LADO log.

If an allegation is made against a governor, the headteacher will follow local authority arrangements for managing allegations, liaising with the LADO.

Details of allegations following an investigation that are found to have been malicious or false will be removed from personnel records, unless the individual gives their consent for retention of the information. For all other allegations a written record of details of the investigation and the findings will be kept on file and shared with the individual.

In cases where allegations are proven to be unsubstantiated, unfounded, false or malicious the LADO and case manager will consider whether the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. Social services may be deemed appropriate.

Allegations proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references.

If an allegation is shown to be deliberately invented or malicious, the headteacher will consider whether disciplinary action should be taken against a child, or whether the police should be asked to consider action against an adult.

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

On conclusion of a case in which the allegation is substantiated, the case manager and the LADO will consider the need for any changes to procedures or practices to help prevent similar events in the future.

Allegations against a teacher who is no longer teaching should be referred to the police. Non recent allegations of abuse should be reported to the LADO who will liaise with other agencies. Abuse can be reported no matter how long ago it happened.

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staff to ensure that they are familiar with the current version. Staff are expected to carry out their duties in accordance with the Code of Conduct.

There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for positive handling must be adhered to.

If staff, visitors, volunteers or parent helpers are working with children alone they must ensure they are visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and how long. Doors, ideally, should have a clear glass panel in them and be left open.

Staff are responsible for their own actions and behaviour and should avoid any conduct in school and outside of school, online and offline, which would lead any reasonable person to question their motivation and intentions.

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.

SAFER RECRUITMENT

We will ensure that the headteacher and at least one member of the governing board have completed appropriate safer recruitment training. At all times the headteacher and governing board will ensure that safer recruitment practices are followed in accordance with the requirements of

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We will continue to be vigilant in school and encourage staff to discuss matters both within, and where it is appropriate, outside of the workplace, which may d42 T.4-3 ()T.57 71. (oo)-i08.0T0 8.04

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- The school is compliant with online safety legislation by regularly reviewing the effectiveness of school filters and monitoring systems. Leaders ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- They uphold the obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local authority safeguarding arrangements. Including, not unlawfully discriminating against pupils because of their race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a deputy DSL(s) who is appropriately trained to deal with any issues in the absence of the DSL. There will always be cover for this role.
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct.
- All staff undertake appropriate child protection training that is updated regularly, at least annually.
- Procedures are in place for dealing with allegations against members of staff, volunteer and contractors, in line with statutory guidance.
- Safer recruitment practices are followed in accordance with the requirements of DfE.
- Governors remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
- Appropriate arrangements are in place to keep children safe when organisations or individuals rent or hire school facilities/premises. Safeguarding requirements will be included in any hire or lease agreement as a condition of use of the premises.

The Governing Board will receive an annual safeguarding report that will detail the training that has taken place and will inform the Governing Board how the school meets its statutory requirements.

The Governing Board will undertake a range of safeguarding visits over the year to monitor safeguarding compliance.

The headteacher is responsible for

- Identifying a senior member of staff from the leadership team to be the designated safeguarding lead (DSL).
- Identifying members of staff to act as the DSL in his / her absence. There is always cover for the role.
- Ensuring that the policies and procedures adopted by the governing board, 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 local authority designated officer (LADO) in the event of an allegation of abuse being made against a member of staff.

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All staff are expected to read these key documents and fully understand their responsibility to keep children safe:

- Safeguarding and Child Protection policy
- Behaviour / anti-bullying policy
- Staff Code of Conduct
- Whistleblowing policy
- Safeguarding responses to children who go missing from education
- Role of the designated safeguarding lead (including the identity of the DSL and any deputies)

WORKING WITH PARENTS AND CARERS

The school 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.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to

We are committed to working with parents positively, openly and honestly. We ensure that all 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.

We will seek to share with parents any concerns we may have about their child to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom 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); wherever possible school will hold more than one emergency contact for each child
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above)

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APPENDIX B: ABUSE, NEGLECT AND EXPLOITATION

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional community setting; by those known to them, or, more rarely, by ~~others~~ ^{strangers}. 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.

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- Children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

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- Provide adequate food and clothing, 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 caretakers)
- Ensure access to appropriate medical care or treatment

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Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Signs and symptoms may include:

- Children may appear anxious, depressed and emotionally withdrawn with low self esteem.
- They may have mental health disorders and display behaviours such as ~~bullying~~, self-cutting or anorexia.
- Sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol.
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- Children may present with a sudden decline in their performance, aspirations or motivation.
- They may be subject to excessive restrictions and control at home.
- Some children may not be allowed to attend any ~~extra~~ extracurricular or afterschool activities.
- Girls and young women may be accompanied to and from school / college, and even during lunch breaks.
- Some children may stop attending school or college.
- Their homework is incomplete or appears rushed. This may be the result of being actively discouraged from doing it by family members.
- Children may do their homework late at night, which frequently shows in school because they are lethargic, unable to concentrate and have a general appearance of tiredness.
- Professionals being told that the child is out of the country.
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APPENDIX: CHILDREN MISSING FROM EDUCATION

All staff should be aware that children going missing, particularly repeatedly unexplainable and/or persistent absences from education, can act as a vital warning sign of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of

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- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
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is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual assault A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault is a very wide range of behaviour so a single act of kissing someone without consent, or touching

Causing someone to engage in sexual activity without consent A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: Rape Crisis England & Wales- Sexual consent

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- upskirting (is a criminal offence)
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 1 October 2019. It defines upskirting as taking a photograph or video of someone's buttocks or genitalia (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitalia or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

Appendix I: Modern slavery, Trafficking and Child abduction/community incidents

Modern slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM (National Referral Mechanism) is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims GOV.UK (www.gov.uk)

Human trafficking

Human trafficking is the recruitment, transport, harbouring or reception of persons, including by means of the threat or use of force or other forms of coercion, abduction, fraud, deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of

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members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby, unknown adults engaging children in conversation, rumours about undesirable residents or adults in vehicles approaching children. As children get older and are granted more independence (for example, as they walk to school on their own) it is important they are given practical advice on how to keep themselves safe.

Within the Contextual Safeguarding section of this policy, there are further details on how students are taught to stay safe within the community. This applies to teaching about river and coast safety. There are further details on how to stay safe in the community.

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APPENDIX:HOMELESSNESS

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APPENDIX ONLINE SAFETY

If settings have a separate online safety policy, this section can be reduced and cross

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Policies and Procedures

- The DSL has overall responsibility for online safety within the school but will liaise with other members of staff, for example IT technicians, curriculum leads, department leads etc. as necessary.
- The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our anti-bullying, social media (Acceptable Use) and behaviour policies.
 - Internal sanctions and/or support will be implemented as appropriate

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- Share which filtering and monitoring systems are in place with parents/carers and children
- Share what you are asking children to do online including which sites they might access
- Inform who from the school or college will be interacting with their child online

Remote Learning

Specific guidance for DSLs and SLT regarding remote learning is available at [DfE: Providing remote education: nonstatutory guidance for schools](#) and [The Education People: Remote Learning Guidance for SLT](#)

- We will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with children and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts

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