CHILD PROTECTION AND SAFEGUARDING CHILDREN POLICY AND PROCEDURE

POLICY	PROCEDURE	REFERENCE	FORMS
Information Sharing Policy SSPo33		SSR2 – Wave Power : Child Welfare in Swimming	SSF2 –Safeguarding Disclosure / Incident Report
Looked After Children Policy SSPo19		SSR4 - What to do if you are worried a child is being abused	SSF4 – Staff Meeting Notes
E-Safety Policy SSPo24		SSR7 – Filming & Photographing Events	SSF5 – Meetings Agenda
Home Visits Policy SSPo29		SSR15 – Working Together to Safeguard Children	SSF6 – Staff Who Have Had Safeguarding Training
Positive Behaviour and Anti-bullying Policy SSPo45		SSR28 - The Safeguarding Vulnerable Groups Act 2006	SSF10 – Designated Responsibilities
Intimate care Policy SHPo40		SSR83 – The Protection of Freedoms Act 2012	SSF16 – Declaration for Cameras at Events
School Records Management Policy SSPo37		SSR93 – Keeping Children Safe in Education	SSF38 - Individual Incident / Safeguarding / Vulnerable Families Log
Visiting Speakers Policy SSPo40		SSR94 – 'Prevent' Duty Guidance	SSF39 - Incident and Safeguarding Reporting Log
Professional Conduct of Staff Policy SSPo6		SSR104 – Information Sharing: Advice For Practitioners Providing Safeguarding Services	SDF23 - Safeguarding Induction Booklet
Staff Code of Conduct Policy SPPo2		SSR105 - What to do if you are worried a child is being abused Flowchart	SDF5 – Induction Record
Recruitment Policy SSPo1		SSR106 – Visitors / Volunteer Information Leaflet	
Whistle blowing policy SSPo19		SAR1 – Parent Information Pack	
Health and Safety Policy SHPo1			
Confidentiality policy SSPo8			
Equal opportunities Policy SPPo20			
Children's Images Policy SMPo6			
SMSC Policy			
Educational Visits Policy SHEVPo1			

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About the Policy

At LHAA, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage pupils to talk to us about anything that worries them.

We will always act in the best interest of the pupil.

Safeguarding is not just about protecting pupil from deliberate harm, it is important that attention is given to “safeguarding” in other policies, procedures, forms and reference documents

This document should be read alongside the following related policies:

- Looked After Children Policy **SSPo19**
- E-Safety Policy **SSPo24**
- Home Visits Policy **SSPo29**
- Positive Behaviour and Anti-bullying Policy **SSPo45**
- Physical Intervention and Restraint Policy **SSPo34**
- Anti-harassment, bullying and victimisation Policy **SPPo21**
- Information Sharing Policy **SSPo33**
- Intimate care policy **SHPo40**
- Volunteers in School Policy **SSPo35**
- School Records Management Policy **SSPo37**
- Visiting Speakers Policy **SSPo40**
- Information Sharing Policy **SSPo33**
- Professional Conduct of Staff Policy **SSPo6**
- Recruitment Policy **SSPo1**
- Equal opportunities **SPPo20**
- Whistle blowing policy **SSPo19**
- Confidentiality policy **SSPo8**
- Health and safety documents including:
- School security and risk assessments
    - educational visits
    - use of school premises
    - first aid
    - medical alert
- SMSC Policy
- Parent Information Pack
    - filming and photographing events
    - alcohol and substance misuse
    - use of force and restraint
    - monitoring and filtering access to the internet
- Children’s Images Policy **SMPo6**
- Relationship and Sex Education (RSE) and Health Education Policy
- Staff Code of Conduct Policy
- Equality Policy

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Contents

1. Contact Numbers
2. Aims
3. Legislation and statutory guidance
4. Definition of Safeguarding and Child protection
5. Equality Statement
6. Roles and Responsibilities
7. Confidentiality
8. Recognising abuse and taking action
9. Early Help
10. Extremism
11. When schools should call the police
12. Concerns about a staff member, supply staff or volunteer
13. Allegations of abuse made against other pupils
14. Sexting
15. Curriculum Cover
16. Pupils with allocated social workers
17. Pupils with special needs and disabilities
18. Children Missing in Education (CME)
19. Mobile Phones and Cameras
20. Complaints and concerns about school safeguarding practises
21. Record keeping
22. Training
23. Staff who have contact with pupils and families
24. Online safety

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25. Checking the identity and suitability of visitors to school

26. Monitoring arrangements

Annexes

Annex 1 Types of abuse

Annex 2 Specific safeguarding issues

Annex 3 Flowchart What to do if you are concerned about a pupil

Annex 4 How to use the Safeguarding Log to report concerns about a pupil.

Annex 5 Safer recruitment and DBS checks

Annex 6 DBS filtering rules flowchart – what should be disclosed

Annex 7 Allegations of abuse made against staff

Annex 8 Job description for DSL (and deputy DSLs)

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1. Contact Numbers

Important contacts

School based

ROLE/ORGANISATION	NAME	CONTACT DETAILS
DSL Langley Hall Arts Academy	Mr Claudio Di Meo	07922483933 Claudio.DiMeo@langleyhallartsacademy.co.uk
Deputy DSL	Mr Pere Sarrio, Mrs Felicity Brown	07456090016 Pere.Sarrio@langleyhallartsacademy.co.uk Felicity.Brown@langleyhallartsacademy.co.uk
Safeguarding Consultant	Zoey Simmons	Zoey@lhpa.co.uk 07753805591
Local authority designated officer (LADO)	Slough Children's Services Trust St Martins Place, 51 Bath Road, Slough, SL1 3UF	01753 690904 07927681858 Email: lado@slough.gcsx.gov.uk
Chair of Proprietors	Mr Chris Eaton	07771 850101
Channel helpline		020 7340 7264
NSPCC	free service, lines open 24 hours a day	**0808 800 5000**

Social Children's Services Referral Contact Numbers

ROLE/ORGANISATION		CONTACT DETAILS
SLOUGH		
Slough Children's services (SCST)	9am – 5pm	01753 875 362
	Out of hours	01344 786 543
Local Procedures Slough		Slough https://www.sloughsafeguardingboards.org.uk/lscb Slough https://www.scstrust.co.uk/
Early help	For families deemed to be at level 2	FIRST@slough.gov.uk

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ROLE/ORGANISATION		CONTACT DETAILS
Early Help – FIRST (Family Information Resource Support Team) Operational Manager of Early Help Hub (SBC)		Donna Briggs 01753 476589 donna.briggs@slough.gov.uk

Slough thresholds document
The publication of refreshed Threshold guidance can be accessed here:

https://www.sloughsafeguardingpartnership.org.uk/assets/1/lscb_threshold_doc_june_20181.pdf

ROLE/ORGANISATION		CONTACT DETAILS
Bucks		
First Response Team	9am – 5pm	**01296 383962** Bucks http://www.bucks-lscb.org.uk/
	Out of hours	0800 999 7677 Bucks http://www.bucks-lscb.org.uk/
Windsor and Maidenhead (RBWM)	9am – 5pm	01628 683150 https://www3.rbwm.gov.uk/info/200147/child_protection/824/child_protection/7
	Out of hours	01344 786543
Hillingdon		01895 277930 **https://hillingdonlscb.org.uk/**

2. Aims

LHAA aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote pupil's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance *Keeping Children Safe in Education* and *Working Together to Safeguard Children*, and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.
In accordance with Part 3 of the Education (Independent School Standards) Regulations 2014, the Proprietor will ensure that bullying is prevented, so far as is reasonably practicable, through the implementation of an effective anti-bullying strategy. The school's arrangements for preventing and responding to bullying are set out within the Positive Behaviour and Anti-Bullying Policy and are supported by safeguarding, online safety and mobile phone procedures. The school also has regard to the Department for Education guidance *Preventing and Tackling Bullying*.

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KCSIE 2026 UPDATE
In accordance with Keeping Children Safe in Education 2026, all staff are required to read and understand Part One of the statutory guidance together with Annex A and any safeguarding information determined by the school.
The Academy will maintain a documented induction, training and annual confirmation process to ensure that all staff, volunteers, governors, trainee teachers, agency staff and regular visitors understand the safeguarding responsibilities relevant to their role.
Records of induction, safeguarding training and annual confirmation of reading will be maintained by the school.

All staff will receive safeguarding and child protection information appropriate to their role and responsibilities. The school will ensure that all staff understand the systems, processes, policies and safeguarding expectations required for their role. Staff will be required to confirm annually that they have read and understood the safeguarding information provided by the school and any statutory guidance relevant to their role.

This policy is based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with pupil
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to pupil
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) Regulations 2009 and Childcare Act 2006, which set out who is disqualified from working with pupil
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with pupil

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- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.
- Slough Multi agency procedures https://www.proceduresonline.com/Berks/slough/index.html
- Slough Partnership https://www.sloughsafeguardingpartnership.org.uk/

The Safeguarding Partners
The following **three safeguarding partners** are identified in *Keeping Children Safe in Education 2021* (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 pupil, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

This policy also complies with our funding agreement and articles of association.

4. Definition of Safeguarding and Child Protection

Safeguarding and promoting the welfare of pupil means:

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

Child protection is part of safeguarding and promoting welfare.

- Child protection refers to the activity that is undertaken to protect specific pupil who are suffering, or are likely to suffer, significant harm.

Children/Pupils includes everyone under the age of 18.

Mental Health
The Academy recognises that, in some circumstances, a medical condition may also become a safeguarding concern. This may arise where a child's medical needs are not being met, where attendance is significantly affected, where treatment is not being accessed or where a medical condition interacts with wider safeguarding vulnerabilities.
Staff should consult the Designated Safeguarding Lead whenever concerns arise regarding the safeguarding implications of a medical condition.

Mental health and emotional wellbeing are important safeguarding considerations. All staff at LHAA recognise that mental health concerns may be an indicator that a child has suffered, is suffering, or may be at risk of suffering abuse, neglect, exploitation or other forms of harm. Where mental health concerns

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raise safeguarding concerns, the matter will be treated in accordance with the school's safeguarding procedures and referred to the Designated Safeguarding Lead without delay.
Staff should be particularly alert to indicators including:

- self-harm;
- suicidal ideation;
- suicide attempts;
- significant emotional distress;
- persistent anxiety;
- sudden deterioration in wellbeing.

School staff are not expected to diagnose mental health conditions, but may identify behaviours that indicate a child requires support or presents a safeguarding concern.
Where staff have concerns about a pupil's mental health, including concerns relating to self-harm or suicide risk, they must immediately inform the Designated Safeguarding Lead and record the concern on Safeguarding Log.

Children/Pupils includes everyone under the age of 18.

Equality statement – Children questioning their Gender

LHAA recognises that some children and young people may question their gender and that such circumstances may present safeguarding, pastoral, educational and welfare considerations. The school will respond to all such situations with sensitivity, dignity, respect and a clear focus on the best interests of the child.

The Academy recognises that children who are questioning their gender may experience additional vulnerability, emotional distress, anxiety, social difficulties, bullying or other safeguarding risks. Staff should therefore ensure that concerns are considered through the safeguarding framework and not solely through the lens of equality, behaviour, attendance, medical need or pastoral support.
In accordance with current safeguarding guidance, the Academy will adopt a very careful approach when responding to matters relating to gender questioning. Decisions will be made on an individual basis and will take account of the age, maturity, needs, wishes and welfare of the child together with the rights, welfare and legitimate interests of other pupils and the wider school community.

The Academy recognises the important role of parents and carers in supporting the welfare of their child. Parents or carers will therefore be involved in discussions and decision-making in the vast majority of cases. Any decision to depart from this approach would require a clearly evidenced safeguarding rationale and would be managed through the school's safeguarding procedures.

The Academy will exercise particular caution where primary-aged children are concerned and will recognise that younger children may require additional safeguards, support and careful consideration before any significant decisions are made.

The Academy recognises that, for the purposes of the Equality Act 2010, legal duties relating to sex must be understood and applied in accordance with current law. The school will therefore ensure that arrangements relating to toilets, changing rooms, showers and overnight accommodation are managed lawfully, safely and consistently, taking account of safeguarding responsibilities, privacy, dignity and the welfare of all pupils.

The school will not present social transition as a simple solution to emotional distress, uncertainty or difficulties relating to identity. Staff must not promote or endorse any particular viewpoint regarding gender identity as established fact. Where gender-related issues arise through Relationships, Sex and Health Education, safeguarding discussions or pastoral support, staff will provide age-appropriate, factual, balanced and respectful information in accordance with school policies and statutory guidance.

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Where a pupil is already socially transitioning, or where discussions regarding social transition arise, the Academy will ensure that support is provided sensitively and respectfully. The school will ensure that explanations provided to pupils are appropriate to their age and understanding and that the dignity and wellbeing of all pupils remain central to decision-making.

We give special consideration, to pupils who:

- Have special educational needs(SEN) or disabilities (see section 9)
- 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

Decision-Making, Record Keeping and Review

Where requests are made relating to names, pronouns, participation arrangements, records, uniform, pastoral support, social transition or other gender-related matters, the Academy will ensure that discussions, decisions and actions are documented appropriately.

Records will normally include the nature of the request, safeguarding considerations, parental involvement, information considered, professional advice obtained where relevant, the decision reached and the reasons supporting that decision.

The Academy recognises that such decisions may affect not only the individual pupil but also safeguarding, welfare, privacy, dignity, educational provision and the wider school community. Decision-making will therefore be guided by the best interests of the child while also taking account of the school's wider responsibilities towards other pupils and staff.

Any significant arrangements will be reviewed periodically to ensure that they continue to reflect the child's needs, safeguarding requirements and the school's legal obligations.

Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the three safeguarding partners.
Our policy and procedures also apply to extended school and off-site activities for example Langley hall Music Academy.

All staff

All staff will receive and understand safeguarding and child protection information appropriate to their role in accordance with Keeping Children Safe in Education 2026. This includes the school's safeguarding and child protection policy, staff code of conduct, safeguarding response procedures, the identity of the DSL and deputy DSLs, and other safeguarding information determined by the school.

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All staff will be aware of:

- using Safeguarding Log as a system of reporting concerns about a child.
- LHAA systems which support safeguarding, including the role of the DSL and See Professional Conduct of Staff Policy **SSPo6**.
- the Early Help process (formally known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- Staff should be aware that pupils who are repeatedly removed from lessons, subject to multiple suspensions, on reduced timetables, or experiencing significant attendance difficulties may be indicators that additional Family Help or Community-Based Early Help support is required.
- the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as Child Sexual Exploitation (CSE), FGM and radicalisation.

The Designated Safeguarding Lead (DSL)
At LHAA there is

- one DSL and two Deputy DSL
- one DSL allocated the Langley Hall Music Academy

All contact numbers are in section 1 of this document

When the DSL is absent, the Deputy DSLs will act as cover.
The Academy recognises that safeguarding concerns must continue to be acted upon without delay whenever the Designated Safeguarding Lead is unavailable.
Robust safeguarding cover arrangements are therefore maintained at all times. Deputy Designated Safeguarding Leads are appropriately trained and authorised to undertake safeguarding responsibilities in the absence of the Designated Safeguarding Lead.
All staff will be informed of the safeguarding cover arrangements and how concerns are to be reported during periods of absence, educational visits, out-of-hours activities and other circumstances where the Designated Safeguarding Lead may not be immediately available.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of pupil
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL must have the appropriate:

- status;
- authority;

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- safeguarding knowledge;
- skills;
- experience;

necessary to fulfil the role effectively.

The school will maintain robust safeguarding arrangements to ensure concerns are acted upon promptly whenever the DSL is unavailable.

The DSL will also keep the Principal and Form Tutors informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL & Deputy DSLs are set out in their job description- see Annex 8

The Governing Body

The governing body will approve this policy at each review, and hold the Principal to account for its implementation. The governing board will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against Principal, where appropriate (see Annex 7).

The Principal

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

- Provide advice and support to other staff on child welfare and child protection matters
- Delegate safeguarding responsibilities to the Deputy DSL
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Ensuring that there is appropriate time, funding, training and resources, and adequate cover if absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager', in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable

Information Sharing Duty

The Academy recognises its duties under section 16LA of the Children Act 2004, as amended by the Children's Wellbeing and Schools Act 2026.

Effective information sharing is fundamental to safeguarding and promoting the welfare of children. The Academy recognises that timely sharing of information enables professionals to identify emerging concerns, assess risk, provide support and take action before difficulties escalate.

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The statutory information sharing duty applies across safeguarding partners and relevant agencies and supports information sharing at the earliest stages of need, including circumstances where concerns relate to prevention, wellbeing, early intervention, Family Help or other emerging needs. The Academy recognises that a child does not need to meet a statutory child protection threshold before relevant information can and should be shared.
Where staff consider that information may assist another organisation in safeguarding or promoting the welfare of a child, the school will share information lawfully, appropriately and without unnecessary delay.
The Academy recognises that consent is not generally required in order to share information for safeguarding and welfare purposes where a lawful basis for sharing exists. Staff should not regard UK GDPR, data protection legislation or parental objection as barriers to sharing information where safeguarding and welfare concerns require appropriate information sharing.
Information sharing decisions will be child-centred, proportionate and consistent with safeguarding obligations. The welfare and best interests of the child will remain paramount.
Any decision not to share information where the statutory duty may apply should be exceptional, based upon professional judgement and recorded with clear reasons.

Confidentiality
See Information Sharing Policy **SSPo33**
Professional Conduct of Staff Policy **SSPo6**

- Timely information sharing is essential to effective safeguarding.
- Information must be shared on a 'need-to-know' basis, but schools do **not** need consent to share information if a child is suffering, or at risk of, serious harm. Ideally, there should be agreement to share information but consent is not necessary.

  'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping pupil safe'
- Confidentiality is also addressed in this policy with respect to record-keeping, and allegations of abuse against staff in Annex 7

Recognising abuse and taking action
See Annex 3 *Flowchart What to do if you are concerned about a pupil*
See Annex 4 *How to use Safeguarding Log to report concerns about a pupil*.

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

If a pupil is in immediate danger
Ideally, the DSL will lead on making a referral to children's services, however, any member of staff can make a referral to children's services and/or the police **immediately** if a pupil is in immediate danger or at risk of harm.

If you make a referral directly to children's services, inform the DSL as soon as possible

If a pupil makes a disclosure to you

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

- Listen to and believe them.
- Allow them time to talk freely and do not ask leading questions

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- Stay calm and do not show that you are shocked or upset
- Tell the pupil they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on.
- Do not promise to keep it a secret
- Stick to the facts, and do not put your own judgement on it
- Inform the DSL as soon as possible by phone or in person.
- Write up your conversation as soon as possible in the pupil's own words.
- Use Safeguarding Log to record ALL incidents. Ensure ALL appropriate staff are included when updating the Safeguarding Log record.
- if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

ALL CONTACT NUMBERS ARE AVAILABLE IN SECTION 1 OF THIS DOCUMENT

If you discover that FGM has taken place or a pupil is at risk of FGM
The Department for Education's *Keeping Children Safe in Education 2021* 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'.

Factors that suggest a pupil may be at risk, are set out KCSIE 2021 and in Annex 2

Any teacher who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally.

This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty 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 the pupil.

Any other member of staff who suspects/discovers that ***an act*** of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a child is ***at risk*** of FGM, must speak to the DSL and follow our local safeguarding procedures.

Slough http://www.proceduresonline.com/berks/slough/p_fem_gen_mutil.html

If you have <u>concerns</u> about a pupil (as opposed to a child being in immediate danger)
The flowchart in Annex 3 and guidelines in Annex 4 illustrate the procedure to follow if you have concerns about a pupil's welfare and the pupil is not in immediate danger.

- Speak to the DSL

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- Record your concern on the Safeguarding Log
- Alternatively, make a referral to local authority children's social care directly (see 'Referral' below).

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

Referral to a Local Authority Children Social Care
If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 8.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the pupil's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the pupil's situation improves.

Contact numbers are in Section 1 of this document

Notifying parents
Where appropriate, any concerns about a pupil will be discussed with the parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will **only** talk to parents about any such concerns following consultation with the DSL.

If, it is believed that, notifying the parents would increase the risk to the pupil, this will be discussed with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other pupil, LHAA will normally notify the parents of all pupils involved.

Early help
Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage in a child or young person's life.

KCSIE 2026 recognises both Community-Based Early Help and Family Help arrangements as important mechanisms for supporting children and families before concerns escalate.

LHAA will continue to work with local authority services and partner agencies to promote timely Family Help interventions where appropriate.

The statutory guidance highlights the importance of providing early intervention, **rather** than waiting until a child or family's situation escalates.

The main focus of early help/intervention is to <u>improve</u> outcomes for pupil.

- services may help parents who are living in challenging circumstances provide a safe and loving environment for their child.

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- if a pupil is displaying risk-taking behaviour, early help practitioners might work with the child and their parents to find out the reasons for the children's behaviour and put strategies in place to help keep them safe
- if a parent/carer is in custody or a child/young person who may be in a mental health in- patient setting

The procedures outlined in Annex 3 and Annex 4 should be followed where there is any concern about a pupil.

The referral process is the same as for a referral social care. A MARF (Multi form will be completed)

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

If you have concerns about extremism

See Annex 2
Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264 that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.
In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

When to call the police
'When to call the police' has been produced by the National Police Chiefs Council (NPCC) and is referenced in KCSiE 2021.

This advice covers incidents on school premises where pupil have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police. This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

This NPCC advice does **not** cover safeguarding incidents. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Referrals should be made in line with LHAA's procedures **Annex 3**

Use of Reasonable Force

Staff at Langley Hall Arts Academy may, in exceptional circumstances, use *reasonable force* to safeguard pupils or others, in line with statutory guidance issued by the Department for Education. Reasonable force refers to the proportionate and necessary physical intervention used to prevent a pupil from causing harm to themselves or others, from damaging property, or from causing disorder which could place pupils, staff or visitors at risk.

The school recognises that the use of force must always be a last resort and that staff should, wherever possible, use de-escalation strategies, verbal guidance and positive behaviour management techniques. Any force used must be reasonable, proportionate to the circumstances, and applied for the shortest time necessary to achieve safety.

The use of force is **not permitted** as a punishment. It must never involve unnecessary pain, humiliation or degradation, and staff must be mindful of a pupil's age, special educational needs, disability, medical conditions and individual vulnerabilities when responding to incidents.

Any incident involving the use of reasonable force will be reported and recorded promptly in accordance with the school's safeguarding and behaviour procedures. Parents/carers will be informed as appropriate, and incidents will be reviewed by senior staff to ensure transparency, accountability and ongoing training needs.

Guidance on physical intervention and restraint is set out further in the school's **Positive Behaviour Policy**. Safeguarding considerations remain paramount at all times.

The school's approach to restrictive intervention is set out in the Positive Behaviour Policy. All restrictive interventions must be lawful, reasonable, proportionate and necessary, and must only be used where no less restrictive alternative is available to prevent harm. Any use of restrictive intervention must be recorded and reported in accordance with the school's recording procedures and the requirements of the Independent School Standards.

Concerns about a staff member, Supply staff or volunteer

See Whistleblowing Policy SSPo19
See Annex 6
If you have concerns about a member of staff or volunteer or their conduct, speak to the Principal. If you have concerns about the Principal, speak to the chair of governors.

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You can also discuss any concerns about any staff member or volunteer with the DSL.

The Principal/chair of governors/DSL will then follow the procedures set out in appendix 3, if appropriate.

The DSL (or chair of governors, in the case of a concern about the Principal) will also inform the designated officer for the local authority.

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

Allegations of abuse made against other pupils
See Positive Behaviour Policy SSPo45
We recognise that pupils are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under our school's Behaviour Policy, but this Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

If a pupil makes an allegation of abuse against another pupil:

You must tell the DSL and record the allegation, but do not investigate it

- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all pupil involved – both the victim(s) and the pupil(s) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the Children and Adolescent Mental Health Services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially. Form Tutors to be explicit in letting pupil know who they can talk to in school, building relationships and SMSC in school

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- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the pupil is being abused themselves, and that this would fall under the scope of this policy

Sexting

Sexting is sending, receiving, or forwarding sexually explicit messages, photographs, or videos, primarily between mobile phones, of oneself to others. It may also include the use of a computer or any digital device

Your responsibilities when responding to an incident involving sexting

The Academy recognises that current statutory guidance increasingly refers to self-generated intimate images rather than the historic terms "sexting" or "nude/semi-nude image sharing".
References within this policy to sexting should therefore be read as including the creation, possession, sharing, forwarding, storage or threatened sharing of self-generated intimate images and any AI-generated, manipulated or deepfake intimate content involving children.

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share 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 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 pupils involved

You 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 will hold an initial review meeting with appropriate school staff. 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 imagery in order to safeguard the pupil (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery 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 from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment

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- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupil(s) involved (in most cases parents 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 special educational needs)
- What the DSL knows about the imagery 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 imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

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

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.

The DSL will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

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
The DSL will inform parents 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.

Referring to the police
If it is necessary to refer an incident to the police, this will be done through contacting 101 or our local neighbourhood police officer

Recording incidents
All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

9. Curriculum coverage

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At LHAA pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. 'Children are taught to recognise when they are at risk and how to get help when they need it.' (Ofsted 2019)

Pupils are taught about the issues surrounding sexting as part of LHAA SMSC, Lifeskills, education and computing programmes.

Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encounter
- The consequences of requesting, forwarding providing such images, including when it is and is abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

Pupils with allocated social workers

At LHAA, we recognise that when a pupil has a social worker, it is an indicator that the pupil is more at risk than most pupils.

This may mean that they 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.

Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- We offer extra pastoral support for pupils with SEN and disabilities. This includes support from key adults

Children Missing In Education (CME)

Knowing where pupils are during school hours is an extremely important aspect of Safeguarding.

Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of pupil.

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Attendance is monitored carefully and poor or irregular attendance is addressed without delay.

Non -attendance is always followed up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education the school has:

1. Staff who understand what to do when pupil do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when planning to take pupil off-roll when they:
    a. leave school to be home educated
    b. move away from the school's location
    c. remain medically unfit beyond compulsory school age
    d. are in custody for four months or more (and will not return to school afterwards); or
    e. are permanently excluded

The LHAA admissions/attendance manager will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the child's new school and their expected start date.
Where pupils access alternative provision, the Academy will undertake appropriate quality assurance and monitoring arrangements. Consideration will be given to safeguarding, attendance, curriculum provision, pupil welfare, risk management and communication arrangements.
The Academy will seek assurance that alternative providers maintain appropriate safeguarding arrangements and provide education that is suitable, safe and consistent with the needs of the pupil.

Mobile phones and cameras
LHAA supports the national expectation that schools should be mobile-phone-free by default. To support a mobile-phone-free learning environment, pupils are not permitted to use mobile phones, smart watches or other personal internet-enabled devices during the school day unless expressly authorised by a member of staff for educational, medical or safeguarding purposes. Devices must be switched off and stored in accordance with the school's Mobile Phone policy. Staff are responsible for enforcing these requirements consistently and any breaches will be managed in accordance with the Positive Behaviour Policy. The school maintains records of incidents involving mobile phone misuse where these give rise to behaviour, safeguarding, cyber-bullying, online safety or child protection concerns.

Pupils should not have routine access to mobile phones during the school day unless specifically authorised by the school for educational, medical or safeguarding reasons. The Academy recognises that mobile phones, smart watches and other internet-enabled devices can present safeguarding risks where they are used to facilitate bullying, cyber-bullying, harassment, intimidation, exploitation, the sharing of inappropriate content or other harmful online behaviour.
Cyber-bullying may occur through text messages, social media platforms, messaging applications, online gaming services, image sharing, video sharing and other forms of electronic communication. Such behaviour can have a significant impact on a child's emotional wellbeing, safety and educational experience and may, in some circumstances, constitute a safeguarding concern.
Any concerns relating to cyber-bullying, harmful online communication, abusive online conduct or the misuse of mobile technology involving pupils of the Academy will be managed in accordance with this

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policy, the Positive Behaviour and Anti-Bullying Policy, the E-Safety Policy and the Mobile Phone and Smart Technology Policy. Safeguarding concerns will be referred to the Designated Safeguarding Lead without delay.
The effectiveness of the school's mobile-phone-free approach will be monitored through behaviour records, safeguarding records, bullying reports, online safety incidents and pupil wellbeing feedback. Senior leaders will review trends and take action where necessary to ensure that the school's approach continues to support safeguarding, pupil welfare and learning.

See Mobile Phone Policy
E-Safety Policy SSPo24
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 and in areas designated for the mobile phone usage. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Exceptions to this may relate to teams with in school such as the DSL, the music team, sports team and lead staff on school trips – a list of these staff members will kept at the school offices.

Complaints and concerns about school safeguarding practices

Complaints against staff
Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Annex 7).

Whistle-blowing
See Whistle Blowing Policy SSPPo19
Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

- A whistleblowing disclosure must be about something that affects the general public such as:
- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000

Staff Code of Conduct Policy

Other complaints
See Complaints and Concerns Policy SSPo1
Complaints and Concerns Procedure SSPr1

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Record-keeping
See Safeguarding Log Procedure SSPr15
All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded on the Safeguarding Log. If you are in any doubt about whether to record something, discuss it with the DSL.
Non-confidential records will be easily accessible and available.

Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual pupil will be retained for a reasonable period, after they have left the school.

The school shares information with other agencies and when this is appropriate, in line with your local safeguarding procedures using secure email addresses (egress)

If a pupil for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the pupil.

Where safeguarding concerns are significant, complex or ongoing, the DSL will ensure that a direct DSL-to-DSL conversation takes place with the receiving school.
The purpose of the conversation is to ensure safeguarding risks, protective measures and support arrangements are fully understood.
Records will be transferred securely and without delay.

In addition:

- Annex 6 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 7 sets out our policy on record-keeping with respect to allegations of abuse made against staff

Training

All staff
All staff will receive safeguarding training annually. This training will include:-

- the Child Protection and Safeguarding Policy;
- the Positive Behaviour Policy;
- the Professional Conduct of Staff Policy
- the Safeguarding Response to Children Who Go Missing From Education; and
- the role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any Deputies).

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

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This training will be regularly updated and will be in line with advice from the local safeguarding partnership.

All staff will have training on the government's anti-radicalisation strategy, Prevent/WRAP to enable them to identify pupil at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-briefings, briefings and staff meetings) as required, but at least annually. Safeguarding updates and training will include emerging risks identified within national guidance. This may include artificial intelligence generated content, deepfake technology, financially motivated sexual extortion, self-generated intimate images, online misogyny, cyber security threats, serious violence, weapon-enabled crime and safeguarding considerations relating to children questioning their gender. Staff will be expected to remain vigilant to emerging safeguarding risks and respond in accordance with school procedures.

Volunteers will receive appropriate training, if applicable.

DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other 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 pupil effectively.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

The DSL and Deputy DSLs
The DSL and deputy DSLs will undertake Child Protection and Safeguarding training at least every 2 years.

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

They will also undertake Prevent Awareness training.

Governors
All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

In addition they will complete Safeguarding training on line annually

Recruitment training
See Annex 6

Interview/appointment panels
There will always be 2 members on the interviewing panel. At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

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

This will usually be provided by the DSL and/or the SENCO

Online safety
See E- Safety Policy SSPo24

Staff will have annual training in how to keep pupils safe online

When pupils use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems.

Cybersecurity is recognised by LHAA as an important safeguarding responsibility. The school also recognises that pupils may be exposed to bullying, harassment, discrimination, coercion and exploitation through mobile phones and personal electronic devices. Staff should be alert to signs that a pupil is experiencing online abuse or cyber-bullying, including changes in behaviour, anxiety, withdrawal from peers, reduced attendance, reluctance to attend school, emotional distress or excessive concern regarding online activity. Any such concerns must be reported in accordance with safeguarding procedures and recorded on the school safeguarding log.
Cyber incidents may expose children to significant harm through online exploitation, grooming, identity theft, cybercrime, fraud, harassment, the misuse of personal information or exposure to harmful content. For this reason, cybersecurity risks will be considered as part of the school's wider safeguarding arrangements and monitored by senior leaders, safeguarding staff and IT personnel.
Where a cybersecurity incident creates a risk to pupil welfare, personal information or safeguarding systems, the incident will be managed in accordance with the school's safeguarding and incident management procedures.

The effectiveness and appropriateness of filtering and monitoring systems will be reviewed at least once every academic year and whenever a safeguarding incident, technology change or risk assessment indicates that an earlier review is necessary.
The DSL will work alongside IT staff and senior leaders to understand how filtering and monitoring systems operate.
Staff and pupils will receive education regarding risks associated with:

- generative artificial intelligence (AI);
- deepfake technology;
- manipulated content;
- online scams;
- phishing;
- cybercrime.

In brief, the issues within online safety are now categorised into four areas of risk:

- Content
- Contact
- Conduct
- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams

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Generative artificial intelligence (AI) presents both educational opportunities and safeguarding risks. Pupils may encounter or create AI-generated content, including realistic but false images, videos, audio recordings and text. Staff should be aware that AI-generated or manipulated content ('deepfakes') may be used for bullying, harassment, sexual harassment, child-on-child abuse, extortion, misinformation, impersonation or exploitation. Any concerns involving AI-generated content affecting the welfare, safety or reputation of a pupil must be reported immediately to the Designated Safeguarding Lead and managed in accordance with safeguarding procedures.

Checking the identity and suitability of visitors to LHAA
All visitors will be required to verify their identity to the satisfaction of staff. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to register their visit via the InVentory system or sign the visitors' book and wear a visitor's lanyard.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. Speakers who are known to disseminate extremist views will not be invited in to school, and the facilities manager will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Monitoring arrangements
This policy will be reviewed **annually** by the DSL and approved by the full governing board.

These Annexes are based on the Department for Education's statutory guidance, '*Keeping Children Safe in Education*'.

Appendix 1

Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

There are 4 main types of abuse (as defined by the NSPCC):-

- **Physical Abuse**
- **Emotional**
- **Sexual abuse**
- **Neglect**

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

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Bumps and bruises do not always mean that a child is being physically abused. Pupils will have accidents, trips and falls, and there is not just one sign or symptom to look for. It is important to be aware of the signs.

If a pupil regularly has injuries, there seems to be a pattern to the injuries or the explanation does not match the injuries, this should be reported.

Physical abuse symptoms include:

- bruises
- broken or fractured bones
- burns or scalds
- bite marks.

It can also include other injuries and health problems, such as:

- scarring
- the effects of poisoning, such as vomiting, drowsiness or seizures
- breathing problems from drowning, suffocation or poisoning.

Head injuries in babies and toddlers can be signs of abuse so it is important to be aware of these. Visible signs include:

- swelling
- bruising
- fractures
- being extremely sleepy or unconscious
- breathing problems
- seizures
- vomiting
- unusual behaviour, such as being irritable or not feeding properly.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse includes:

- humiliating or constantly criticising a child
- threatening, shouting at a child or calling them names
- making the child the subject of jokes, or using sarcasm to hurt a child
- blaming and scapegoating
- making a child perform degrading acts
- not recognising a child's own individuality or trying to control their lives
- pushing a child too hard or not recognising their limitations
- exposing a child to upsetting events or situations, like domestic abuse or drug taking
- failing to promote a child's social development
- not allowing them to have friends
- persistently ignoring them
- being absent
- manipulating a child
- never saying anything kind, expressing positive feelings or congratulating a child on successes
- never showing any emotions in interactions with a child, also known as emotional neglect.

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Signs of emotional abuse
There might not be any obvious physical signs of emotional abuse or neglect. A pupil might not tell anyone what is happening until they reach a 'crisis point'. That is why it is important to look out for signs in how a child is acting.

As pupils grow up, their emotions change. This means it can be difficult to tell if they are being emotionally abused.

A pupil who are being emotionally abused might:

- seem unconfident or lack self-assurance
- struggle to control their emotions
- have difficulty making or maintaining relationships
- act in a way that's inappropriate for their age.

Younger pupils who are being emotionally abused or neglected might:

- be overly-affectionate to strangers or people they don't know well
- seem unconfident, wary or anxious
- not have a close relationship or bond with their parent
- be aggressive or cruel towards other pupil or animals.

Older pupils might:

- use language you wouldn't expect them to know for their age
- act in a way or know about things you wouldn't expect them to know for their age
- struggle to control their emotions
- have extreme outbursts
- seem isolated from their parents
- lack social skills
- have few or no friends.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving the pupil in looking at, or in the production of, sexual images, watching sexual activities, encouraging pupils to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Some common signs that there may be something concerning happening in a child's life include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing

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- always choosing to wear clothes which cover their body.

These signs do not necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour – but we can help you to assess the situation.

You may also notice some concerning behaviour from adults who you know have pupil in their care, which makes you concerned for the pupil(s) safety and wellbeing.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other pupil.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, as a result of maternal substance abuse.

Types of neglect

Neglect can be different things, which can make it hard to spot. Broadly speaking, there are 4 types of neglect.

- **Physical neglect**
  A child's basic needs, such as food, clothing or shelter, are not met or they are not properly supervised or kept safe.
- **Educational neglect**
  A parent does not ensure their child is given an education.
- **Emotional neglect**
  A child does not get the nurture and stimulation they need. This could be through ignoring, humiliating, intimidating or isolating them.
- **Medical neglect**
  A child is not given proper health care. This includes dental care and refusing or ignoring medical recommendations.

Signs of neglect

Neglect can be difficult to spot. Having one of the signs does not necessarily mean a child is being neglected. If you notice multiple signs that last for a while, they might show there's a serious problem.

Pupils who are neglected might have:

Poor appearance and hygiene

- being smelly or dirty
- being hungry or not given money for food
- having unwashed clothes
- having the wrong clothing, such as no warm clothes in winter
- having frequent and untreated nappy rash in infants

Health and development problems

- anaemia
- body issues, such as poor muscle tone or prominent joints
- medical or dental issues

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- missed medical appointments, such as for vaccinations
- not given the correct medicines
- poor language or social skills
- regular illness or infections
- repeated accidental injuries, often caused by lack of supervision
- skin issues, such as sores, rashes, flea bites, scabies or ringworm
- thin or swollen tummy
- tiredness
- untreated injuries

Housing and family issues

- living in an unsuitable home environment, such as having no heating
- being left alone for a long time
- taking on the role of carer for other family members

Change in behaviour

- becoming clingy
- becoming aggressive
- being withdrawn, depressed or anxious
- changes in eating habits
- displaying obsessive behaviour
- finding it hard to concentrate or take part in activities
- missing school
- showing signs of self-harm
- using drugs or alcohol

Appendix 2

Specific safeguarding issues

1. Upskirting
2. Domestic Abuse (Operation Encompass)
3. Controlling or Coercive behaviour
4. Assessment of risk outside the home (Previously known as Contextual Safeguarding).
5. Children Missing from Education(CME)
6. Child Sexual Exploitation (CSE)
7. Female Genital Exploitation (FGM)
8. Forced marriage
9. Preventing radicalisation
10. Child Criminal Exploitation (CCE)
11. Honour based abuse
12. County lines
13. Private fostering
14. Child on child sexual violence and sexual harassment
15. Homelessness
16. Child trafficking
17. Serious Violence

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1. Upskirting

The Voyeurism Act 2019 criminalised 'upskirting' – It is a crime classified under sexual violence and sexual harassment.

Upskirting normally involves taking a picture under a person's clothing without them knowing and/or without consent, the victim can be male or female; and underneath any clothing, not only skirts with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause upset to the victim

Upskirting often occurs in a public crowded place, making it hard for the victim to know that a photograph is being taken, victims are often distressed and feel humiliated.

If pupils who are over the age of criminal responsibility (10 years or over) were to be involved in taking non-consensual images in this way, they would be committing a criminal offence.

Upskirting is a crime and, consideration will be given as to whether this should be reported to the police.

2. Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and adolescent to parent violence.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Domestic abuse continues to be a prevalent risk factor identified through pupil social care assessments for pupil in need. Domestic abuse has a significant impact on pupil and young people.

Pupils may experience domestic abuse directly, as victims in their own right, or indirectly due to the impact the abuse has on others such as the non-abusive parent.

2.1 Operation Encompass

LHAA is an Operation Encompass school. Operation Encompass is a national safeguarding partnership between police forces and schools that ensures a child's school is informed, prior to the start of the next school day wherever possible, when police have attended an incident of domestic abuse where that child may have been affected. The information shared enables the school to provide appropriate emotional, pastoral and safeguarding support at the earliest opportunity. Information received through Operation Encompass will be treated as confidential safeguarding information and will be acted upon by the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. The school will use this information to consider any additional support, monitoring or multi-agency intervention that may be required to safeguard and promote the welfare of the child.

3. Controlling or Coercive behaviour

Coercive control is the use of control and coercion in relationships is a form of domestic abuse, and, since December 2015, a criminal offence. Controlling and coercive behaviour is outlined in Government

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guidance issued under Section 77 of the Serious Crime Act 2015 as part of the Government's non-statutory definition of domestic violence and abuse. It is described as:

Controlling behaviour is:

- a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour; and

Coercive behaviour is:

- an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim

Coercive control is

- a form of abuse that involves multiple behaviours and tactics which reinforce each other and are used to isolate, manipulate and regulate the victim.

This pattern of abuse creates high levels of anxiety and fear.

This has a significant impact on pupils, both directly, as victims in their own right, and indirectly due to the impact the abuse has on the non-abusive parent.

Pupils may also be forced to participate in controlling or coercive behaviour towards the parent who is being abused.

4. **Assessment of risk outside the home (Previously known as Contextual Safeguarding)**.

As well as threats to the welfare of pupils from within their families, a pupil may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

These threats can take a variety of different forms and pupils can be vulnerable to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines;
- trafficking;
- online abuse;
- teenage relationship abuse;
- sexual exploitation
- the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered

Contextual safeguarding is more relevant to adolescents. At LHAA we believe that pupils should be prepared for the wider world as far as possible within in the context of their age, stage of development and the remit of the school. LHAA will communicate with the local shops to offer training to safeguarding training and resources which provide support to young people in the community.

LHAA will work with the local community police service in order to be familiar with issues affecting the local community and potentially families and young people who form part of the school community.

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(Safeguarding in terms of environmental risks…

In terms of other 'risks' identified in the community LHAA is situated on a canal, next to a railway and at the centre of a very busy village – posing risks around water, traffic and railway lines. At LHAA swimming lesson for ALL pupils and form part of the compulsory curriculum, a specific module around railway safety and road safety form part of the life skills programme. In addition, the LHAA SMSC policy is comprehensive and underpins the philosophy of building resilience in pupil, which will help to safeguard them.)

5. Children Missing from Education (CME)

A child going missing from education is a potential indicator of abuse or neglect, and such pupils are at risk of being victims of harm, exploitation or radicalisation. There are many circumstances where a pupil may become missing from education, but some pupils are particularly at risk.

These include pupils who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a pupil leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a pupil's name from the admission register at non-standard transition points.

If staff are concerned – concerns should be reported to the Admissions and Attendance Manager and DSL.

Concerns can be reported using the Safeguarding Log under the 'Attendance' category.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a pupil is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the pupil is in immediate danger or at risk of harm.

6. Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

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- in exchange for something the victim needs or wants, and/or
- for the financial advantage or increased status of the perpetrator or facilitator.

The victim, may have been sexually exploited, even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Pupils who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.
The Academy recognises that some children who have experienced child sexual exploitation may also become involved in behaviour that attracts criminal justice involvement. Staff should remain professionally curious and should consider whether criminal behaviour, offending behaviour, missing episodes, county lines involvement, drug activity or other concerning conduct may in fact be indicators that a child is being exploited, coerced or controlled by others.
Where a child is involved with the criminal justice system, safeguarding assessments should continue to consider whether exploitation, coercion, manipulation or abuse may be contributing factors.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a pupil:

- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends

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- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all pupils with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other pupil and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity

7. Female Genital Mutilation(FGM)

The DSL will make sure that staff have access to appropriate training to equip them to be alert to pupil affected by FGM or at risk of FGM. Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating

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- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other pupil about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

8. Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

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The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

9. Preventing Radicalisation

The Prevent Duty

[Note there is no requirement to have a separate policy for the Prevent duty, but schools in higher risk areas might wish to do so.]

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard109 to the need to prevent people from being drawn into terrorism".

The **Prevent Duty** is a part of our wider safeguarding obligations

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent pupils from being drawn into terrorism. The DSL and staff will undertake Prevent Awareness training (WRAP) and make sure that staff have access to appropriate training to equip them to identify pupil at risk.

We will assess the risk of pupils in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding pupil board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. We use the curriculum to ensure that pupil and young people understand how people with extreme views share these with others, especially using the internet.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period

Staff should be alert to changes in pupil's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying pupils who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral

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Staff will be alert to changes in pupils' behaviour.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behavior, especially around internet use
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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Pupils who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.
If staff are concerned about a pupil, they will follow our procedures set out in section 8 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including SMSC

10. Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

- in exchange for something the victim needs or wants, and/or
- for the financial or other advantage of the perpetrator or facilitator and/or
- through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- pupils who appear with unexplained gifts or new possessions;
- pupils who associate with other young people involved in exploitation;
- pupils who suffer from changes in emotional well-being;
- pupils who misuse drugs and alcohol;
- pupils who go missing for periods of time or regularly come home late; and
- pupils who regularly miss school or education or do not take part in education.

Concerns around pupil's involvement or potential involvement should be discussed with the DSL and recorded using the Safeguarding Log.

11. Honour Based Abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes, which have been committed to protect or defend the honour of the family and/or the community, including

- Female Genital Mutilation (FGM),
- forced marriage,

and practices such as

- breast ironing- is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases, breast ironing is carried out by mothers, or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa. The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring

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that girls remain in education is seen as an important outcome of breast ironing. Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Concerns around pupil's involvement or potential involvement should be discussed with the DSL as a matter of urgency and recorded using the Safeguarding Log.

12. County Lines

County lines is a form of criminal exploitation where urban gangs persuade, coerce or force pupil and young people to store drugs and money and/or transport them to suburban areas, market towns and coastal towns (Home Office, 2018).

It can happen in any part of the UK and is against the law and a form of child abuse.

County lines gangs are highly organised criminal networks that use sophisticated, frequently evolving techniques to groom young people and evade capture by the police.

Perpetrators use children and young people to maximise profits and distance themselves from the criminal act of physically dealing drugs (National Crime agency, 2018). Young people do the majority of the work and take the most risk.

Dedicated mobile phone lines or "deal lines" are used to help facilitate county lines drug deals. Phones are usually cheap, disposable and old fashioned, because they are changed frequently to avoid detection by the police.

Gangs use the phones to receive orders and contact young people to instruct them where to deliver drugs. This may be to a local dealer or drug user, or a dealer or drug user in another county.
Phrases that young people may use to refer to county lines include:

- 'running a line',
- 'going OT/out there'
- 'going country'
- 'going cunch'.

These all refer to going out of town to deliver drugs or money.

Risks

County lines is a cross-cutting issue that often overlaps with other forms of abuse and criminal exploitation. It can lead to serious physical and emotional harm to young people

Criminalisation

'If adults who work with pupil don't understand that county lines is a form of abuse, they may see pupil involved in county lines activity as criminals rather than as victims of criminal exploitation' (Children's Society, 2019)……

This can lead to pupil not getting the safeguarding support and protection they need.

Conflict between rival gangs that are in dispute over who controls an area can lead to serious injury or death for young people who get caught in the wrong place. The fear of serious physical violence as revenge for disrespecting, 'snitching' or 'grassing' is one of the things that prevents young people from leaving gangs or seeking help from the police and other agencies.

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Drugs
Perpetrators may use drugs and alcohol to entice young people into the gang lifestyle. In some cases gangs trick young people into incurring drug debts that they then have to pay off through county lines activity. This is referred to as, 'debt bondage'.

Physical violence
There is a strong link between county lines activity and:

- serious violence such as knife and gun crime
- the use of substances such as acid as a weapon
- homicide

Conflict between rival gangs that are in dispute over who controls an area can lead to serious injury or death for young people who get caught in the wrong place.

The fear of serious physical violence as revenge for disrespecting, 'snitching' or 'grassing' is one of the things that prevents young people from leaving gangs or seeking help from the police and other agencies

Sexual abuse and exploitation
In addition to being used to transport drugs, county lines gangs may sexually abuse and exploit children of any gender (National Crime Agency, 2018).
This can happen through:

- young people being forced into sexual activity with gang members or for the gang's financial gain
- vulnerable pupil being made to work off drug debts through sexual exploitation as 'payment' (this might happen after the child has been coerced into becoming dependent on drugs by the gang)
- pupil being groomed into what they believe is a romantic relationship with a gang member which then leads to exploitation
- Some children are forced to transport drugs in ways that are invasive and harmful to their bodies. Young people may be forced to swallow bags of drugs to transport them, which could potentially be life threatening.
- The practice of 'plugging' is also common, whereby drugs are inserted into a child's rectum or vagina. This is a form of sexual abuse and in some cases it can cause a child's death

13. Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered pupil are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a pupil is subject to a private fostering arrangement. Although schools have a duty to inform the local

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authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

14. Child on child sexual violence and sexual harassment

The Academy recognises that harmful sexual behaviour exists on a continuum and may range from inappropriate behaviour, language or interactions through to sexual harassment, sexual violence and serious sexual offences. Staff should respond proportionately whilst recognising that early intervention is often important in preventing escalation. Assessment and decision-making will take account of age, context, developmental stage, vulnerability, intent, repetition, power imbalance and safeguarding risk.

Sexual violence and sexual harassment can occur between two pupil of any age and sex. It can also occur through a group of pupil sexually assaulting or sexually harassing a single child or group of pupil. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Pupils may not find it easy to tell staff about their abuse verbally. For example, a friend may report the issue, or a member of staff could overhear a conversation so where staff have concerns they should act on them immediately rather than wait to be told [by the pupil themselves].

Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- Initiation-type violence and rituals.
- misogyny;
- discriminatory abuse;
- racism;
- faith-targeted abuse;
- use or threat of weapons;
- AI-generated sexual content;
- deepfake imagery;
- self-generated sexual images;
- financially motivated sexual extortion (FMSE).

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

The Academy recognises that cyber-bullying may be carried out through mobile phones, smart watches, social media platforms, messaging applications, image-sharing services and other internet-enabled technologies. Where cyber-bullying causes significant emotional harm, involves targeting of protected characteristics, coercion, threats, exploitation, sexual harassment, the sharing of images without

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consent or any other safeguarding concern, it will be treated as a safeguarding matter rather than solely a behaviour issue.

The school also recognises that technological developments have created new forms of safeguarding risk. These include artificial intelligence generated sexual content, deepfake imagery, manipulated intimate images, self-generated intimate images, financially motivated sexual extortion and online communities that promote misogyny or violence against women and girls. Such behaviour may constitute child-on-child abuse, sexual harassment, sexual exploitation or emotional abuse and will be treated as a safeguarding concern requiring immediate referral to the Designated Safeguarding Lead.

LHAA adopts a zero-tolerance approach to misogyny, sexism, racism, faith-targeted abuse, sexual harassment and sexual violence. Such behaviours will never be dismissed as "banter", "part of growing up" or "boys being boys".

At LHAA, we believe that all pupils have a right to attend school and learn in a safe environment. Pupils should be free from harm by adults in the school and other students.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against a pupil by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against a pupil and refers to their behaviour towards another pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this child
- indicates that young people outside the school may be affected by this child

Responding to an allegation

The initial response to an incident is important

All victims will be reassured, they will be taken seriously supported and kept safe.

LHAA's safeguarding procedures apply as detailed earlier on in this policy.

Risk assessment
In addition, the DSL will make an immediate risk and needs assessment (on case by case basis). This will consider

- The victim, especially their support and protection
- The alleged perpetrator
- All the other pupils (and adults if appropriate) and actions that are appropriate to protect them

The risk assessment will be recorded and kept under review.

The DSL will engage with children's services and specialist services as required.

Actions following an allegation/report

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- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the pupil involved;
- the developmental stages of the pupil involved;
- any power imbalance between the pupil. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other pupil, adult students or school or college staff; and • other related issues and wider context

15. Homelessness

The definition of homelessness means not having a home. Homelessness means having nowhere to stay and living on the streets, however being homeless, can mean not having have a roof over your head.

- You count as homeless if you are: staying with friends or family;
- staying in a hostel, night shelter or B&B;
- squatting (because you have no legal right to stay);
- at risk of violence or abuse in your home;
- living in poor conditions that affect your health;
- living apart from your family because you don't have a place to live together

Impact of being homeless

Being homeless can affect many areas of a pupil's life. These are just some of the ways:

- Tiredness – inappropriate sleeping areas / shared rooms / long distances to travel;
- Appearance – lack of wash areas, no facilities to wash clothes, not being able to keep track of belongings;
- Physical health – exhaustion, lack of regular meals (shared or no cooking space), diet of ready meals / fast food;
- Stress and anxiety – not knowing if or when going to have to move again;
- Educational attainment – no space for homework, no access to computers;
- Self-esteem – fear of being singled out as different, not being able to join in with activities after school.

Homelessness can factor in a pupil being at risk due to the stresses it creates in families and the limitations it places on the family. By itself is not a safeguarding matter. However, homelessness can led to issues which are safeguarding matters:

- basic needs not being met (food, warmth, clothing)
- social isolation

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- impact of stress within a household (including emotional abuse or domestic abuse)
- impact on home learning
- impact of long working hours (relationships, supervision)
- caring responsibilities
- Self-esteem and emotional health issues (in child and parent)
- risk of substance misuse in areas of deprivation (in child and parent)

At LHAA, pupils are monitored, and referred to children's services where there is a concern.

16. Child trafficking

Trafficking of children is a form of human trafficking and is defined by the United Nations as the "recruitment, transportation, transfer, harbouring, and/or receipt" kidnapping of a child for the purpose of slavery, forced labour and exploitation

Trafficking is where children and young people tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Children are trafficked for:

- sexual exploitation
- benefit fraud
- forced marriage
- domestic slavery like cleaning, cooking and childcare
- forced labour in factories or agriculture
- committing crimes, like begging, theft, working on cannabis farms or moving drugs.

Trafficked children experience many types of abuse and neglect. Traffickers use physical, sexual and emotional abuse as a form of control. Children and young people are also likely to be physically and emotionally neglected and may be sexually exploited.

Knowing the signs of trafficking can help give a voice to pupil. Sometimes pupils will not understand that what is happening to them is wrong, or they might be scared to speak out.

It may not be obvious that a pupil has been trafficked but you might notice unusual or unexpected things.

They might:

- spend a lot of time doing household chores
- rarely leave their house or have no time for playing
- be orphaned or living apart from their family
- live in low-standard accommodation
- be unsure which country, city or town they're in
- can't or are reluctant to share personal information or where they live
- not be registered with a school or a GP practice
- have no access to their parents or guardians
- be seen in inappropriate places like brothels or factories
- have money or things you wouldn't expect them to
- have injuries from workplace accidents

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- give a prepared story which is very similar to stories given by other pupil.

Any child is at risk of child trafficking.

- Human trafficking happens due to:
- inequalities between countries, such as different education or employment opportunities
- poverty
- the effects of war
- the demand for cheap or free labour or a workforce who can be easily controlled and forced into criminal activity
- low levels of education
- lack of equal opportunities, discrimination or marginalisation.

Reporting child trafficking

Children who are trafficked are intentionally hidden, and isolated from the services and communities who can identify and protect them. If you are worried about a child, you can take steps to keep them safe.

- In the first instance discuss you concerns with the DSL and report concerns in the Safeguarding Log (see flowchart –Annex 3) who will contact your the children's services.
- If you think a pupil is in immediate danger, contact the police on 999.
- Contact the Modern Slavery Helpline to get help, report a suspicion or seek advice. Call 0800 012 1700 or fill in their online form.

17. Serious Violence

Serious Youth Violence is defined as, '**any offence of most serious violence or weapon enabled crime**, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm.

'Youth violence' is defined in the same way, but also includes assault with injury offences.

The range of risk factors which increase the likelihood of involvement in serious violence are:

- being male
- having been frequently absent or permanently excluded from school,
- having experienced child maltreatment and
- having been involved in offending, such as theft or robbery.'

Staff must immediately report any concerns regarding:

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- carrying a weapon;
- possession of a weapon;
- threats involving weapons;
- attempts to obtain weapons;
- weapon-enabled crime.

Concerns must be reported immediately to the Designated Safeguarding Lead and recorded using Safeguarding Log. Where there is an immediate risk of harm, staff should contact the police without delay and subsequently inform the Designated Safeguarding Lead. The school will work closely with the police, children's social care and safeguarding partners where concerns are identified regarding serious violence, weapon-enabled crime, gang affiliation or the possession, carrying or attempted acquisition of weapons.

Annex 3

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Flowchart What to do if you are concerned about a pupil

All contact numbers can be found in Part One of this document

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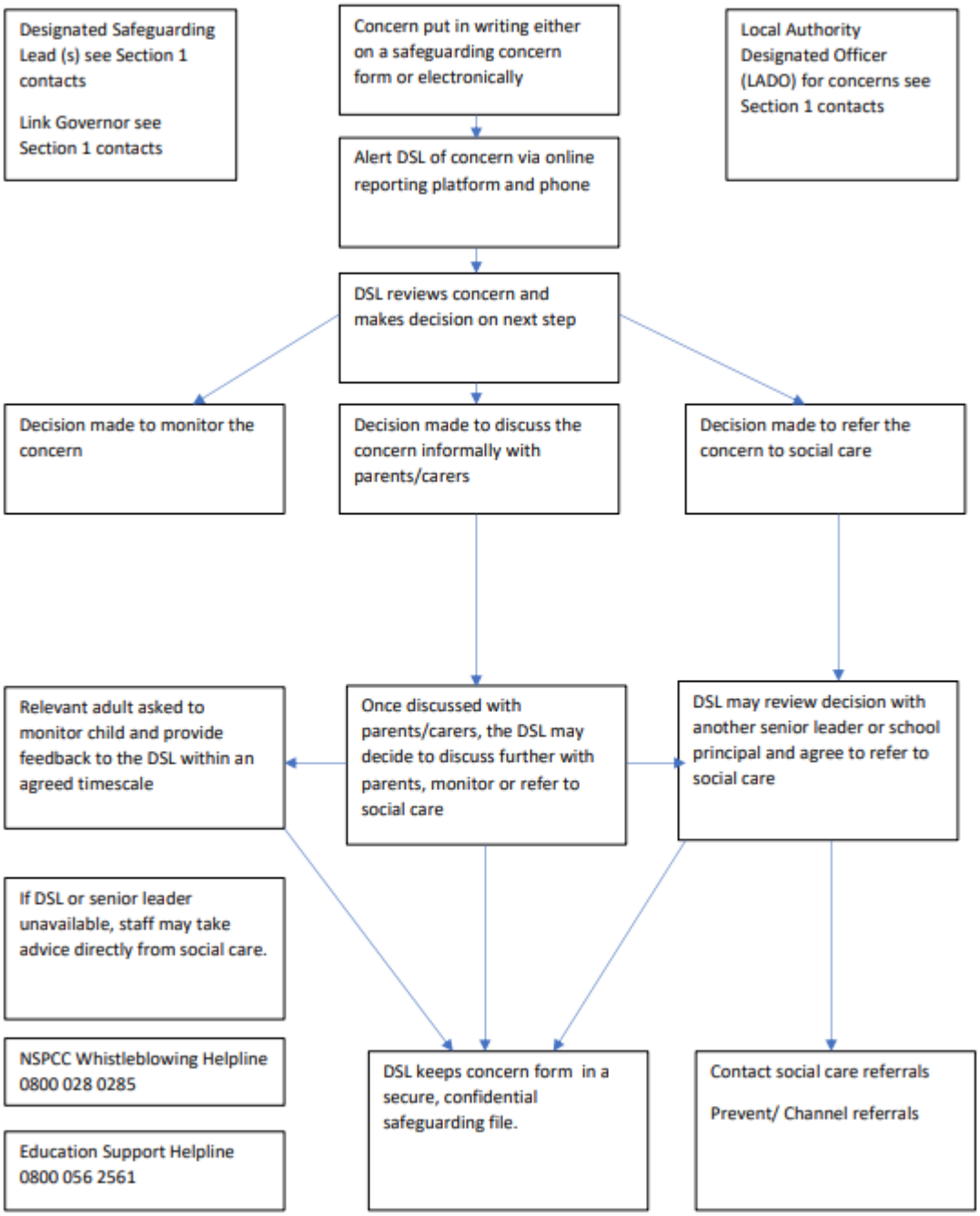
FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



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Annex 4

How to use the Safeguarding Log to report concerns about a pupil

Safeguarding Log: Procedure for use at Langley Hall Arts Academy

All incidents must be recorded.

LHAA uses an online system called “Safeguarding Log” for the reporting of incidents, including potential Child Protection issues.

Safeguarding Log enables us to improve their management of incidents and actions including Child Protection and safeguarding. As a result, it helps us to safeguard pupils at LHAA much more effectively.

The Safeguarding Log uses the same action-based functionality to track communication with parents and carers, as well as students themselves. A meeting held, conversation with a pupil, or a decision to undertake an assessment can all be recorded on the system, in a safe, secure and searchable record.

At LHAA, we use the Safeguarding Log to record any incidents of note involving pupils or parents. These incidents may be related to child protection or they may fall into any one of a number of different categories. Monitoring of incidents can help the school to intervene early potentially preventing a more serious incident occurring.

All staff members have log in details for the Safeguarding Log. Any member of staff can input an incident or a concern. It is all staff’s duty of care to ensure incidents are reported as soon as possible so that appropriate and prompt action can be taken.

The school does not share every incident uploaded to the Safeguarding Log with parents. However, if an incident is sufficiently serious or notable, the school will endeavour to inform parents as soon as possible. The decision as to whether an incident warrants parental notification is down to the staff member’s discretion and in discussion with the Principal/DSL/Form tutors.

See below for **Flowchart for Reporting an Incident using the Safeguarding Log**

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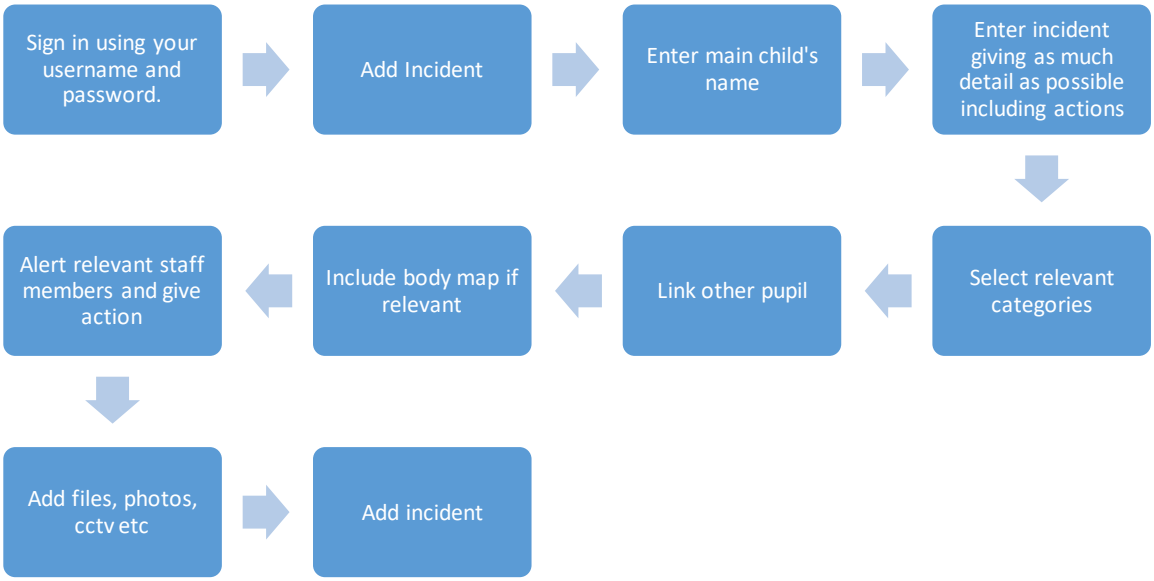
Flowchart for Reporting an Incident using the Safeguarding Log



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Safeguarding Log Categories – main areas

These may be amended over time to reflect a need in school

Category	Any incident/ issue involving but not exclusive to:	Staff to inform
Attendance and punctuality	• Poor attendance (below 90%) • Unauthorised leave • Absconding from school • Regular late arrival	DSL Principal Admission an attendance Manager Form Tutor
Behaviour	• Serious behaviours in breach of behaviour policy. • Disruptive behaviours • Physical violence • Swearing • Rude to or disobeying staff • Damage of property • Regular low level disruption	Behaviour Lead Form Tutor DSL
Bullying	behaviour that is: • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation It takes many forms and can include: • physical assault • teasing • making threats • name calling • cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)	Principal Behaviour Lead Form Tutor DSL
Child in need (CIN)	• Notes and feedback from Child In Need (CIN) meeting. This is usually led by the DSL	DSL Principal
Child Protection (CP)	• Only to be used by DSL. • Child Protection will categorise any formalised procedure in place to protect a child.	DSL Principal
Core Meeting	• Notes and feedback from a CORE meeting	DSL Principal
CP Conference	• Notes and feedback from a Child Protection Meeting	DSL
E-Safety Breach	• Online behaviour issues • Accessing inappropriate content • Online bullying • Inappropriate use of social media	DSL Principal Behaviour Lead IT Manager ICT Lead
Early Help – External	• Referral to Local Authority Early Help	DSL Principal

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Early Help-Internal	• Families supported internally through Early Help Model	DSL Principal
External Exclusion	• Where an external exclusion has been given for a temporary period of time. This must be given by a member of SLT.	DSL Principal Behaviour Lead
Finance	• Any issue regarding finance or payment	DSL Principal Head of Finance
Health and Safety Issues	• Health and Safety breach • Incident cause by health and safety breach • Near miss	DSL Principal Facilities Manager
Home Issues	• Reported issues at home which may be impacting on the child • Family separation • Sibling issues	DSL Principal Form Tutor
Homophobic/ Gender abuse	• Homophobic bullying • Gender bullying • Use of sexual or gender orientation to discriminate or bully.	DSL Principal Behaviour Lead Form Tutor
Housing	• Issues relating to family housing and placements. • Emergency accommodations	DSL Principal
Internal Exclusion	• When a child has been issued an Internal Exclusion	DSL Principal Behaviour Lead
Medical Issues	• Medical Issues • Care plans • Medical concerns	DSL Principal Welfare Officer
Professionals Around Child (PAC) meeting	• Notes and feedback following an internal PAC meeting	DSL Principal
Parent meetings	• Notes and feedback following a parent meeting	DSL Principal Form Tutor
Child on child sexual violence and sexual harassment	• When a child may have been abused (usually sexually) by another child.	DSL Principal Behaviour Lead
Racism	• Racist language • Racial discrimination	DSL Principal Behaviour Lead

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Radicalisation	• The act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of mind. • Holding an extreme political or religious view.	DSL Principal
Safeguarding	• Any safeguarding concern • Physical abuse • Emotional abuse • Suspected neglect • Sexual abuse • Child disclosure	DSL Principal Form Tutor
SEN Special educational needs.	• Special Educational Needs Concern • SEN meeting notes or documents	DSL Principal SENDco
Team Around a Family (TAF) meeting	• Notes and feedback from a Team around a Team Around a Family Meeting	DSL Principal Form Tutor

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Annex 5

Safer Recruitment and DBS checks

At LHAA, it is our aim to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse pupil. This part of the policy describes in detail those checks that are, or may be required for any individual working in any capacity at, or visiting the school.

The Governing body will act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service (DBS) checks), barred list checks and prohibition checks, together with references and interview information.

The level of DBS certificate required, and whether a check for any prohibition, direction, sanction, or restriction is required, will depend on the role that is being offered and duties involved. As the majority of staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information will be required for most appointments.

A person will be considered to be engaging in regulated activity if, as a result of their work, they:

- will be responsible, on a regular basis (in a school or college) for teaching, training instructing, caring for or supervising pupil; or
- will carry out paid, or unsupervised unpaid work regularly in a school or college where that work provides an opportunity for contact with pupil; or
- engage in intimate or personal care, or overnight activity, even if this happens only once

Supervised volunteers who regularly teach or looks after pupils are not in regulated activity. However, at LHAA an enhanced DBS check is carried out.

In addition to obtaining any DBS certificate, as described above, any member of staff who is appointed to carry out teaching work additional checks are completed to ensure they are not prohibited from teaching.

For those engaged in management roles an additional check is completed, to ensure they are not prohibited under Section 128 provisions.

In line with the changes made in the Supreme Court (November 2020)

- Applicants will be given information on where to obtain advice, for example, NACRO or UNLOCK.
- Applicants will be given time to access this advice so the request for the self-declaration of any criminal cautions or convictions should be made only to shortlisted candidates and before the interview itself.
- Applicants will not be asked verbally in the interview whether they have any criminal cautions or convictions that would prevent them working for pupil, as they will not have access to the advice they may need about what should be disclosed.
- Should any protected cautions or convictions be inadvertently disclosed, it is unlawful to take that information into account in suitability decisions.
- Information used to make interview and suitability decisions will be kept in case a legal challenge is made to the decision.

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Retained information will include:

- Copies of Enhanced DBS certificates, self-declarations, application forms, interview notes, and risk assessments.
- The retention of this information is be specified in the LHAA's data privacy notices and the data protection policy.
- Information for successful candidates will be kept for the duration of employment; for unsuccessful candidates, a retention period of six months is considered to be sufficient

Enhanced DBS certificates will always include the following records no matter when they were received.

• All convictions for specified offences

• Adult cautions for specified offences

• All convictions that resulted in a custodial sentence

DBS Update Service
Enhanced DBS certificates will not be reissued unless a new application is made. This means that when LHAA is shown original enhanced DBS certificates prior to checking with the DBS Update Service, the original certificate may show cautions or convictions that would have been filtered from 28th November 2020. These offences will not be used in any suitability decisions.

DBS Application Forms
All DBS application forms are processed by PROTOCOL EDUCATION LTD

Pre-appointment checks
At LHAA, any offer of appointment made to a successful candidate, including one who has lived or worked abroad, is conditional on satisfactory completion of the necessary pre-employment checks.

- verification of a candidate's identity.
- obtaining of an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtaining of a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- verification of the candidate's mental and physical fitness to carry out their work responsibilities.
- A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verification of the person's right to work in the UK. (where there is uncertainty about whether an individual needs permission to work in the UK, then LHAA HR manager will follow advice on the GOV.UK website;)
- if the person has lived or worked outside the UK, further checks LHAA considers appropriate ; and
- verification of professional qualifications, as appropriate. The Teacher Services' system should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.

In addition:
- LHAA ensures that a candidate to be employed to carry out teaching work is **not** subject to a **prohibition order** issued by the Secretary of State or restriction imposed (that remains current) by the GTCE before its abolition in March 2012; and

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- LHAA checks that a person taking up a management position as described is **not** subject to a **section 128** direction made by the Secretary of State.
- Where an enhanced DBS certificate is required, it is obtained from the candidate before, or as soon as practicable after, the person's appointment.

Employment history and references
LHAA always asks for written information about previous employment history and check that information is not contradictory or incomplete.

The purpose of seeking references is to allow the school to obtain objective and factual information to support appointment decisions. References are always obtained from the candidate's current employer. Where a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving is obtained from the school, college, local authority or organisation at which they were employed.

References are scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed, including for any internal candidate. Obtaining references before interview, allows any concerns they raise to be explored further with the referee and taken up with the candidate at interview. References are always requested directly from the referee and preferably from the senior person with appropriate authority, and not just a colleague. LHAA does not rely on open references, for example in the form of 'to whom it may concern' testimonials, nor does LHAA only rely on information provided by the candidate as part of the application process without verifying that the information is correct. Where electronic references are received, LHAA ensures they originate from a legitimate source.

References are checked to ensure that all specific questions have been answered satisfactorily. The referees are contacted to provide further clarification as appropriate, for example if the answers are vague or if insufficient information is provided. The answers are compared for consistency with the information provided by the candidate on their application form. Any discrepancies are taken up with the candidate.

Any information about past disciplinary action or allegations that are disclosed is considered carefully when assessing the applicant's suitability for the post (including information obtained from the Teacher Services' checks referred to previously).

Further help and advice will be sought on the Advisory, Conciliation and Arbitration Service (ACAS) website

Single Central Record (SCR)
Schools must maintain a single central record (SCR) of pre-appointment checks, referred to in the Regulations

At LHAA, the SCR covers the following people:

- all staff, including teacher trainees on salaried routes , agency and supply staff who work at the school. In school, this means those providing education to pupil; and
- the members of the governing body.
- all volunteers

The points below set out the minimum information that is recorded at LHAA in respect of staff members (including teacher trainees on salaried routes). The SCR must indicate whether the following checks

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have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check. Identification checking guidelines can be found on the GOV.UK website;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK;
- a check of professional qualifications, where required; and
- a check to establish the person's right to work in the United Kingdom.
- a Section 128 check for management positions.

Supply /Agency Staff & the SCR

For agency and third party supply staff, LHAA includes on the SCR, whether written confirmation has received that the employment business supplying the member of supply staff has carried out the relevant checks, obtained the appropriate certificates, the date that confirmation was received, and whether any enhanced DBS certificate check has been provided in respect of the member of staff

The SCR at LHAA is stored in electronic form.

European Economic Area (EEA) regulating authority teacher sanctions or restrictions

From 01 January 2021, the TRA Teacher Services system will no longer maintain a list of those teachers who have been sanctioned in EEA member states. (See section **Individuals who have lived outside the UK)**

Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools.

This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK.

In addition, LHAA will make any further checks thought to be appropriate so that any relevant events that occurred outside the UK can be considered.

These checks may include, where available:

- criminal records checks for overseas applicants - Home Office guidance can be found on GOV.UK; and for teaching positions
- obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional body applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC.

Where available, such evidence will be considered together with information obtained through other pre-appointment checks to help assess their suitability. Where this information is not available LHAA will seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.
Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, LHAA will consider the circumstances that led to the restriction or sanction imposed when considering a candidate's suitability for employment.

Further information can be found in DfE Guidance: Recruit teachers from overseas.

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Agency and third-party staff
LHAA will obtain, written notification, from any agency or third party organisation they use, that, the organisation has carried out the checks, (in respect of the enhanced DBS certificate, written notification that confirms the certificate has been obtained; by either the employment business or another such business); on an individual who will be working at the school that the school or would otherwise perform.

Where the position requires a barred list check, this will obtained by the agency or third party prior to LHAA appointing the individual. The school will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Trainee /student teachers
Where applicants for initial teacher training are salaried by LHAA, the school will ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including barred list information) will be obtained.

Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks.

LHAA will obtain written confirmation from the provider that it has carried out all pre-appointment checks that LHAA would otherwise be required to perform, and that the trainee has been judged by the provider to be suitable to work with pupil.

There is no requirement for the school to record details of fee-funded trainees on the single central record.

Volunteers
Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis teach or look after pupil regularly, or provide personal care on a one-off basis in schools and colleges, will be in regulated activity. LHAA obtains an enhanced DBS certificate (which will include barred list information) for all volunteers who are new to working in regulated activity.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, LHAA will conduct a repeat DBS check (which will include barred list information) on any such volunteer should they have concerns.

It is for schools determine whether a volunteer is considered to be supervised. In making this decision, LHAA must refers to the statutory guidance issued by the Secretary of State

This guidance requires that, for a person to be considered supervised, the supervision must be:
- by a person who is in regulated activity;
- regular and day to day; and
- “reasonable in all the circumstances to ensure the protection of children.”

School governors
Governors are required to have an enhanced criminal records certificate from the DBS.

Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

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LHAA will also carry out a *Section 128* check for school governors. If a person subject to one, they are disqualified from being a governor.

Contractors
LHAA ensures that any contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with pupils, an enhanced DBS check (not including barred list information) will be required.

In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across a number of sites. Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity.

LHAA is responsible for determining the appropriate level of supervision depending on the circumstances. If an individual working at the school is self-employed, the school will consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

LHAA will always check the identity of contractors and their staff on arrival at the school.

Visitors
At LHAA, the senior leadership team will use their professional judgment about the need to escort or supervise visitors.

Adults who supervise pupil on work experience
At LHAA, when organising work experience placements, will ensure that the placement provider has policies and procedures in place to protect pupil from harm.

Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The school will consider the specific circumstances of the work experience. Consideration will be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary.

These considerations would include whether the person providing teaching/ training/instruction/supervision to the child on work experience will be:

- unsupervised themselves; and
- providing the teaching/training/instruction frequently (more than three days in a 30 day period, or overnight). If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so, the school may ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

  [Schools and colleges are not able to request an enhanced DBS check with barred list information for staff supervising pupil aged 16 to 17 on work experience. If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with pupil, this may itself be considered to be regulated activity. In these cases and where the child is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the child/young person in question. DBS checks cannot be requested for pupil/young people under the age of 16]

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Interviews
See Recruitment Policy SPPo1

At LHAA all interviews the interviewing panel will consist of at least one member of the Interview panel who has attended safer recruitment training.

During the interview pre-set questions will be asked and through that process areas which may raise concern and will result in further probing would include:-

- implication that adults and pupils are equal;
- lack of recognition and/or understanding of the vulnerability of pupils;
- inappropriate idealisation of pupils;
- inadequate understanding of appropriate boundaries between adults and pupils; and
- indicators of negative safeguarding behaviours.

Annex 6

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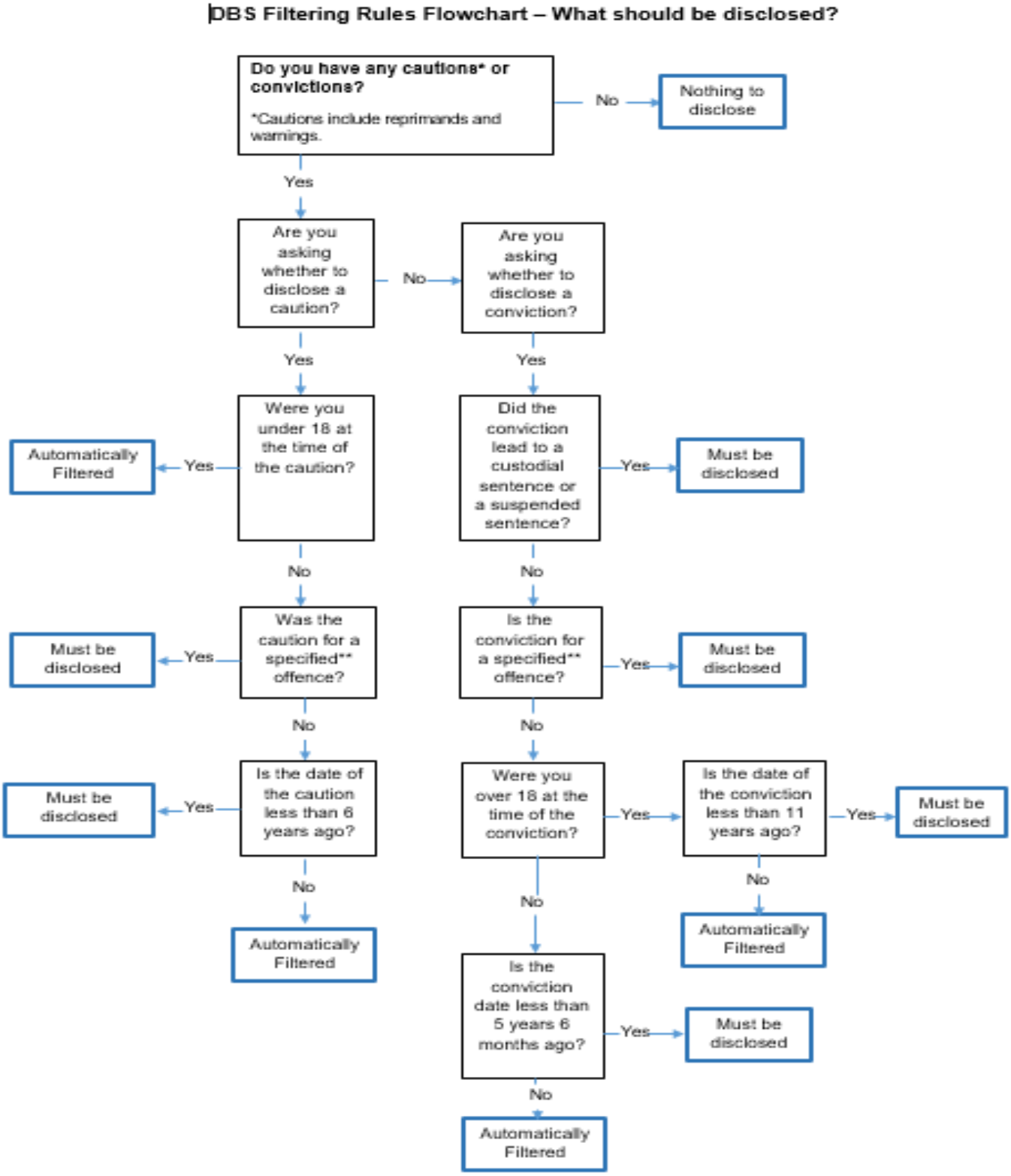
DBS filtering rules flowchart – what should be disclosed



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Annex 7

Allegations of abuse made against teachers and other staff including supply teachers and volunteers

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a pupil, or may have harmed a pupil, or
- Possibly committed a criminal offence against or related to a pupil, or
- Behaved towards a pupil in a way that indicates he or she would pose a risk of harm to pupil
- Behaved or may have behaved in a way that indicates that they may not be suitable to work with pupils (The Harm Test)

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

At LHAA, we will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a pupil is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

1. Redeployment within the school so that the individual does not have direct contact with the pupil concerned
2. Providing an assistant to be present when the individual has contact with pupil
3. Redeploying the individual to alternative work in the school so that they do not have unsupervised access to pupil
4. Moving the pupil to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
5. Temporarily redeploying the individual to another role in a different location, for example to an alternative setting.

Definitions for outcomes of allegation investigations

- **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
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

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Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Principal (or chair of governors where the Principal is the subject of the allegation) and the 'case manager' usually the DSL will take the following steps:

- Immediately discuss the allegation with the Local Authority Designated Officer (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the LADO – for example, if the accused individual is deemed to be an immediate risk to pupil or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with pupil at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the LADO, police and/or children's social care services, as appropriate.
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- **If it is decided that further action is needed**, take steps as agreed with the LADO, to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate.
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate.
- Inform the parents or carers of the pupil involved about the allegation as soon as possible if they do not already know (following agreement with the LADO, children's social care services and/or the police, if applicable). The DSL/case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents or carers of the pupil involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).
- Ensure parents are aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 (para 233- 234).

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- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a pupil, or if the individual otherwise poses a risk of harm to a pupil.

LHAA will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after pupils at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the governing board will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Supply Teachers and others not directly employed by the school

Allegations may be made against an individual not directly employed by LHAA, where disciplinary procedures do not fully apply.

In these circumstances LHAA will;-

- Take the lead role in investigating the allegations as supply teachers and others not directly employed by the school will be considered to be under the supervision, direction and control of LHAA
- Fully involve the agency or employer concerned
- Cooperate with the LADO, police and children's services
- Advise the individual to contact their trade union representative or colleague for support

Specific actions

Action following a criminal investigation or prosecution

The DSL will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager/DSL will consider how best to facilitate this.

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The case manager/DSL will also consider how best to manage the individual's contact with the pupil who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Principal, or other appropriate person in the case of an allegation against the Principal, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

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

The case manager/DSL will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of pupil(s) involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager and HR manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

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Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Low-Level Concerns: Purpose and Safeguarding Context

Langley Hall Arts Academy recognises that creating and maintaining a culture in which low-level concerns are identified, shared, recorded and addressed is an essential part of effective safeguarding practice. The purpose of low-level concern procedures is to enable concerns about adult conduct to be identified at an early stage, to promote professional accountability and to reduce the risk of harm to children.
The Academy recognises that a pattern of apparently minor concerns, when viewed collectively, may indicate a more significant safeguarding issue. For this reason, all low-level concerns will be considered carefully, recorded appropriately and reviewed in the wider context of safeguarding information available to the school.
This section should be read alongside the Staff Code of Conduct, Recruitment Policy, Whistleblowing Policy and all safeguarding procedures.

Low-level concerns

Langley Hall Arts Academy is committed to maintaining a safeguarding culture in which all concerns about the conduct of adults are taken seriously and managed appropriately. The school recognises the distinction between a low-level concern and an allegation that meets the harm threshold. Staff must understand that both require reporting, but that they are managed through different safeguarding processes.
A low-level concern is a concern that an adult may have acted in a manner that is inconsistent with the Staff Code of Conduct, including behaviour outside work, but which does not meet the threshold for a formal allegation. An allegation meeting the harm threshold includes behaviour that may have harmed a child, may pose a risk of harm to a child, may constitute a criminal offence against a child, or may indicate that an individual is unsuitable to work with children.
Where there is uncertainty as to whether a concern constitutes a low-level concern or a harm-threshold allegation, advice should be sought immediately from the Designated Safeguarding Lead or Principal and the concern should be treated with the highest appropriate level of safeguarding oversight until clarified.

It is hoped that this will encourage an open and transparent culture; enabling us at LHAA to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working for or with LHAA are clear about professional boundaries and act within them, in accordance with the ethos and values of the school.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

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- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:
- being over friendly with pupil;
- having favourites;
- taking photographs of pupil on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If staff have concerns such as these, they should be shared responsibly and with the DSL and the Principal, and recorded and dealt with appropriately.

It is hoped that ensuring they are dealt with effectively should also protect those working in or on behalf of LHAA from potential false allegations or misunderstandings.

This section should be read in conjunction with the:
- Staff Code of Conduct Policy;
- Recruitment Policy;
- Whistleblowing Policy;
- Child Protection and Safeguarding Children Policy and Procedure.

Information arising from low-level concerns may be considered as part of safeguarding reviews, suitability assessments, disciplinary procedures and safer recruitment processes where appropriate.

Trainee Teachers and Other Adults

The Academy applies the same safeguarding expectations and low-level concerns procedures to all adults working within the school community, including trainee teachers, placement students, agency staff, contractors, volunteers, governors and temporary staff. Concerns relating to any adult working on behalf of the Academy will be managed in accordance with safeguarding procedures and recorded appropriately.

Recording and Review of Low-Level Concerns

All low-level concerns must be reported promptly to the Principal and recorded in accordance with the school's safeguarding procedures. Records should be factual, objective and sufficiently detailed to support future review.

The Academy recognises that effective recording is an important safeguarding control. Consistent recording enables leaders to identify patterns, trends, repeated behaviours and emerging concerns that may not be apparent when incidents are viewed in isolation.

Records of low-level concerns will be reviewed periodically by safeguarding leaders and considered alongside other safeguarding information where appropriate. Appropriate action may include support, guidance, supervision, training, management action, disciplinary investigation or referral to external agencies depending on the nature of the concerns identified.

Appendix 8

Job description for DSL (and Deputy DSL in the absence of the DSL)

The role of the Designated Safeguarding Lead (DSL)

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The Designated Safeguarding Lead (designated member of staff for safeguarding and child protection) will be a member of the school's leadership team and will be given time, funding, training, resources and support to fulfil their role in accordance with the statutory guidance.

The Designated Safeguarding Lead should:

- manage all referrals in cases of abuse or suspected abuse;
- ensure that all staff, including non-teaching staff are aware of safeguarding policies and procedures;
- ensure that all staff, including new, temporary and part-time, have training to enable them to know how to identify child protection and safeguarding concerns, and what to do about them;
- develop an effective working relationship with other agencies e.g. LSCB, so as to remain aware of new policies and available training opportunities for staff;
- understand the locally agreed assessment process for providing early help and intervention;
- keep written records of concerns (whether or not any action is taken) that are detailed and accurate, and ensure that all records are kept confidential and secure;
- discuss and follow up concerns and decide whether referral is the appropriate course of action;
- make referrals where child neglect or abuse is likely to occur, or is suspected or disclosed;
- attend case conferences, or ensure that the appropriate member of staff attends, and is aware of the purpose and procedure of the child protection conference;
- ensure that a report is prepared for the conference and to take part in core groups as is required;
- liaise with the Principal regarding ongoing enquiries under Section 47 of the Pupil Act and police investigations;
- meet with the Education Welfare Officer (EWO) or Health Visitor to monitor pupil at risk;
- encourage a culture of listening to pupil and taking account of their wishes regarding measures that are put in place to protect them;
- ensure that safeguarding pupil is an item on every Meetings Agenda **SSF5**;
- ensure that the safeguarding policy and procedures are reviewed at least annually (working alongside the Governing Body).
- ensure that the safeguarding policy is made public and parents are made explicitly aware of the school's role and statutory responsibilities to refer instances where abuse or neglect is suspected.
- ensure that when a pupil leaves the school that their pupil protection file is copied for their next setting (school or college) as soon as possible, but also ensure that it is sent separately from their main records.
- keep confidential records containing details of the social worker for all looked after children, and the name of the virtual school head in the authority that looks after that child, together with information about family contact and other care arrangements (see Looked After Pupil Policy **SSPo19**).
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that pupil, including pupil with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff, ensuring that the relevant staff, know who these pupil are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that pupil in this group might face and the additional academic support and adjustments that they could make to best support these pupils (see KCSIE 2021).
- possess appropriate safeguarding authority, status, skills and experience;
- understand filtering and monitoring systems;
- oversee Operation Encompass arrangements;
- support safeguarding responses relating to children questioning their gender;
- ensure DSL-to-DSL discussions occur when pupils transfer schools;

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- oversee safeguarding risks associated with artificial intelligence and deepfake technology.

Confirmation of reading and understanding the Safeguarding and Child Protection Policy

I have read and understand the LHAA Safeguarding and Child Protection Policy:

Name …… Date ……..

I understand that failure to adhere to this policy could lead to disciplinary action being taken

Name …….. Date ……

If there are areas in the policy that I am not clear on I will seek that clarification from the Designated Safeguarding Lead.

Name …….. Date …….

I confirm that I have read and understood the safeguarding information, guidance and policies provided by Langley Hall Arts Academy in accordance with Keeping Children Safe in Education 2026

Name …… Date ……

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