Safeguarding and Child Protection Policy

Trust Version

Updated for:	September 2026
Next review:	September 2027

James Montgomery Academy Trust

Safeguarding and Child Protection Policy

1. Statement of intent

Safeguarding and promoting the welfare of children is everyone's responsibility

The James Montgomery Academy Trust (JMAT) are committed to safeguarding and promoting the physical and emotional welfare of every child, both inside and outside of the school premises. We will work together with our three safeguarding partners (Local Authority, Clinical Commissioning Group, and Chief of Police) to safeguard and promote the welfare of local children, including identifying and responding to their needs.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the headteacher and any new staff members (including supply and agency staff) and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- Teaching children about how to keep safe, both online and offline, and to recognise behaviour that is unacceptable, unsafe or exploitative.
- Identifying and making provision for any child that has been subject to abuse, neglect or exploitation, ensuring the child's wishes have been taken into account during the process.
- Ensuring that members of the Board of Trustees, the Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, neglect and exploitation and know how to refer concerns to the Designated Safeguarding Lead (DSL).
- Identifying any local safeguarding issues which may impact each school in the Trust and ensuring that these local factors do not pose a threat to children's safety and welfare.

Trust Safeguarding Lead: Deborah Whelan

2. Definitions

The terms “children” and “child” refer to anyone under the age of 18.

For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

3. Legal framework

This policy is compliant with safeguarding and child protection legislation, statutory and non-statutory guidance, including:

- The Children Act 1989 and 2004
- The Equality Act 2010
- Counter Terrorism and Security Act 2015
- Domestic Abuse Act 2021
- DfE (2026) ‘Working together to safeguard children’
- DfE (2026) ‘Keeping children safe in education’
- DfE (2024) ‘Information sharing’
- DfE (2024) ‘Sharing nudes and semi-nudes’
- The Children’s Wellbeing and Schools Act 2026

4. Introduction

The James Montgomery Academy Trust (thereafter referred to as JMAT) and the Board of Trustees are clear about their responsibilities in relation to safeguarding and promoting the welfare of children, as defined by Working Together to Safeguard Children 2026.

JMAT and its staff fully recognises the contribution it can make to protect children from harm and promote the welfare of all children who are registered at our schools. School staff are particularly important as they are in a position to identify concerns early in order for school to provide children with the ‘right help at the right time’ to address risks and prevent issues from escalating.

This policy will give clear direction to all staff (including volunteers, supply staff, trainee teachers and agency staff), visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our schools.

5. Our ethos

JMAT schools are child-centred, inclusive and distinctive, delivering excellence in education, sharing best practice and building aspiration. The child’s welfare is of paramount importance. JMAT will establish and maintain an ethos in our schools where children feel secure, are encouraged to talk, are listened to and are safe. Children at our schools will be able to talk freely to any member of staff if they are worried or concerned about something.

The DSL will be available during school hours to discuss safeguarding concerns, if they are absent a Deputy DSL will be available. This availability is expected to be in person, but in exceptional circumstances, a DSL or Deputy must be available via phone or other media, such as Teams.

All staff who work in school will, through training and induction, know how to recognise indicators of abuse, neglect and exploitation, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose. Visitors to school will be made aware of who the DSL is and how to reports concerns about a child.

Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe, including online. Each school in JMAT will provide a curriculum which is broad and balanced and is in line with Relationships Education, RSHE and Health Education guidelines.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children 2026.

It is the responsibility of **every** member of staff, volunteers and regular visitors to the schools in JMAT to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all children. This includes the responsibility to provide a safe environment in which children can learn.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that, because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse, neglect and exploitation. All adults working in school have a full and active part to play in protecting our children from harm.

All staff are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned.

Each school will therefore:

- Ensure every child knows which adults in school they can approach if they are worried.
- Ensure all adults working in school are provided with a copy of the relevant Code of Conduct, Safeguarding and Child Protection Policy, Relationships and Behaviour Policy and Keeping Children Safe in Education Part One on induction.
- Embed opportunities in the curriculum and school life for children to develop the skills they need to recognise and stay safe from abuse, including online abuse, child sexual and criminal exploitation and radicalisation
- Ensure that staff are aware of the need to notify the LA in cases where children go missing from education, are deliberately absent from school for prolonged absences, fail to attend school regularly, have been absent from school for continuous period of 10 days or more or are removed from the admissions register.
- Raise the awareness of all staff members of the need to safeguard and promote the welfare of children, and of their responsibilities in identifying and reporting possible cases of abuse, neglect and exploitation.
- Ensure every member of staff (including supply and agency staff, trainee teachers and volunteers) and the Board of Trustees knows the name of the Designated Safeguarding Lead (DSL) and their deputies responsible for child protection and their role (Annex B of Keeping Children Safe in Education)
- Ensure the names of the Designated Safeguarding Lead and their deputies are clearly visible in school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse and allegations.

6. A child-centred approach

JMAT and its staff understand how important it is that children feel heard and understood, and that we have a clear understanding of their daily lived experience. The child is always placed at the centre of our policy and procedure and we encourage an ethos of listening to the wishes and feelings of children and considering, at all times, what is in the best interests of the child.

A child-centred and listening culture throughout our schools will be achieved through training and information, to ensure staff have an appreciation of the difficulties children may have in approaching staff about their circumstances and worries and are aware of how to build trustful and respectful relationships with children, which enable effective communication.

7. Children with a social worker

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most children. 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 children who have a social worker.

8. What is abuse?

Abuse is a form of maltreatment of a child:

- Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.
- Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others, for example in all forms of domestic abuse, including where they see, hear or experience its effects.
- Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.
- Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- Children may be abused by an adult or adults or by another child or children.
- Children may also cause harm to other family members, often referred to as child to parent/carer abuse.

Abuse may fall into a number of categories:

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

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 and non-contact activities.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

The Trust and its staff have a **zero-tolerance approach** to all types of abuse.

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

9. Specific safeguarding issues

9.1 Child on Child Abuse, including harassment and violence

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. School staff should understand that the behaviour in question is harmful to the child displaying the harmful behaviour, as well as the victim.

Child on child abuse is most likely to include:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- serious physical assault and harm, or the threat of harm with a weapon
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual making or sharing of nudes and semi nudes
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

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

As such it is important that when staff have any concerns regarding child-on-child abuse (whether these concerns are thought to have taken place on or off-site) they should speak to their DSL (or a deputy).

Further information about child-on-child abuse is included in the JMAT Child on Child Abuse Policy.

9.2 Criminal Exploitation of Children (CCE) and Child Sexual Exploitation (CSE) and trafficking

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the child may identify as being part of this group.

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

9.3 Criminal Exploitation of Children (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, shoplifting or pickpocketing. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. They can also be forced or manipulated into threatening/committing serious violence to others, for example with a blade.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children) and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them.

School staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

9.4 Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse and can affect any child who has been coerced into engaging in sexual activities. It can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media.

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys.

CSE is a complex form of abuse and all school staff are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

9.5 Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships which can have a detrimental and long-term impact on their health, well-being, and ability to learn.

9.6 Female Genital Mutilation (FGM)

Female genital mutilation refers to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons. The practice is a criminal offence under the Female Genital Mutilation Act 2003 and carries a custodial sentence.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women. JMAT staff are trained to be aware of any risk indicators, for example, suspicions or concerns expressed by a girl about going on a long holiday during the summer holidays.

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

9.7 Mental health

All JMAT staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are well placed in their daily contact with children to be able to identify behaviour that suggests they may be developing or have a mental health problem, and are aware of the long-term impact on their behaviour and education. Potential warning signs could include:

- significant changes in behaviour
- ongoing difficulty sleeping
- withdrawing from social situations
- not wanting to do things they usually like
- physical signs of self-harm or neglecting themselves.

If staff have a mental health concern for a child that is also a safeguarding concern, they must take immediate action by following the child protection procedures and speaking to the DSL. All concerns must be logged on RecordMy, along with the actions taken.

9.8 Serious violence

Serious violence may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the DSL.

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision). Schools should also try to be alert to when children might be at highest risk around the school day (for example, immediately after school).

If any staff member suspects that a child may be vulnerable to, or involved in, serious violent crime will report it immediately to the DSL.

9.9 Preventing radicalisation and extremism (Prevent Duty)

JMAT has due regard to the Prevent Duty Guidance 2023, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism. Staff should be alert to changes in a child's behaviour that may indicate they are in need of help or protection. They should report their concerns to the DSL as soon as possible.

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms ie, the Local Authority, Police and/or Channel.

JMAT schools use the curriculum to ensure that children understand how people with extreme views share these with others, including online. We are committed to ensuring that the children in our schools are offered a broad and balanced curriculum that includes the fundamental British Values and making a positive contribution to the development of a fair, just and civil society.

More information on Prevent and Channel is contained in the JMAT Prevent Policy.

9.10 Children with family members in prison

Children who have family members who are sent to prison are at risk of poor outcomes, including poverty, stigma, isolation and poor mental health. The JMAT and its schools recognise that these children may need support, this will provided in line with guidance from the NICCO.

9.11 Homelessness

A child being homeless, being at risk of becoming homeless or living in temporary accommodation presents a real risk to a child's welfare, attendance, wellbeing and educational outcomes.

The DSL will signpost and support children and families to appropriate housing, welfare and local support services, however if the situation for the child gives rise to safeguarding concerns, the DSL will make a referral to social care.

9.11 Young Carers

Young carers may experience additional pressures as a result of providing care or support to a family member. These responsibilities may affect their attendance, punctuality, attainment, behaviour, emotional wellbeing and ability of the child to fully participate in school life.

The staff in JMAT schools will seek to identify young carers at an early stage and consider the appropriate help to put in place to understand and support the needs of the child and their family, including pastoral support and referrals where required.

10. Private fostering

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home, with the intention that it should last for more than 28 days.

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.

School staff should notify the DSL when they become aware of private fostering arrangements. They will speak to the parents or foster carers of the child involved to check that they are aware of their legal duty to inform the LA. Where school becomes aware of a child being privately fostered, we will exercise our mandatory duty to notify the LA as soon as possible to allow the LA to conduct any necessary checks.

11. Contextual safeguarding

Contextual safeguarding is the approach used to understand and respond the harm extra-familial harm that may occur to a child through their wider relationships, environments and circumstances.

School staff, particularly the DSL and their deputy(s), are aware that the contextual safeguarding risk for a child may include the different relationships they form in their neighbourhoods, schools, communities and online, and can feature violence and abuse. Parents/carers have little influence over these contexts and this type of extra-familial abuse can undermine their relationship with their children.

Assessment of children's' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information for the child as possible when making referrals to social care.

The contextual safeguarding concerns for children in our school community include:

In Ferham, there is a canal in our community; we promote safe practices through annual visits from Canal and River Trust Education Team and South Yorkshire Fire and Rescue. There are also railway lines running from Rotherham to Sheffield through Ferham; we work to keep our pupils safe through our curriculum, through visits from Community Police and we share resources with parents/carers via Class Dojo.

The children of Ferham are vulnerable in the community due, in large part, to socio-economic deprivation. There is little money to spend on leisure and many pupils rarely leave the immediate area. Our PSHE curriculum supports pupils to understand healthy relationships and our class dojo and website offer a wealth of information and support to families.

The risk of CSE is both historic and present. We have a large central park which can be the heart of the community but is equally a focus for those intent on preying on children and exploiting them. We have strong links with the Early Help Outreach and Engagement Team who support the community and are a visible presence in the neighbourhood in a practice called “detached”. Our Family Support Lead and Pastoral Lead work with the Outreach Team in Schools Link Worker Meetings where information is shared to safeguard our pupils in and out of school.

We have strong links with the local policing team who join us for several community events each year; we participate in the Mini-Police program which is designed to establish positive relationships between the community and police. This link with the police is important as drugs are prevalent in homes and the community. Our PSHE curriculum empowers our pupils against the dangers of drugs and we remain vigilant and take appropriate action to safeguard our pupils. The diverse population can lead to Hate Crimes in the community; we have regular visits from Remedi to educate our pupils against this.

To “get in early” we educate our children about knife crime; this includes hosting Knife Crime Awareness Workshops with SYP and Jane MacDonald.

The school will provide as much contextual information for the child as possible when making referrals to social care.

12. Online safety (including filtering and monitoring)

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Our whole school approach to online safety enables JMAT schools to protect and educate children and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

JMAT will ensure that **suitable filtering and monitoring systems** are in place to prevent children accessing unsuitable or inappropriate material and that the use of filtering and monitoring systems does not cause “over blocking”, which lead to unreasonable restrictions as to what children may can be taught regarding online teaching.

As technology constantly evolves, along with the risks and harms related to it, JMAT will carry out an annual review of online safety with the JMAT IT Lead. This will link to appropriate risk assessments, where necessary, to reflect the potential harms that children face. These online harms/risks include misinformation, disinformation, misogyny, misandry and conspiracy theories prevalent on social media platforms and within apps.

At JMAT, we understand the responsibility to educate our children about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

The use of devices and mobile phones by staff and children is closely monitored by the school in accordance with the Online Safety, Mobile Phone and Social Media Policies.

The use of artificial intelligence tools is strictly controlled, more information can be found the JMAT Artificial Intelligence Policy

13. Sharing and making nudes and semi-nudes, including where generated by AI

Sharing and making nudes and semi nudes is defined as the sending or posting of nude or semi-nude images. This includes all visual content, videos or live streams online by children under the age of 18.

Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'.

Incidents will be considered on a case-by-case context, considering what is known about the children involved and if there is an immediate risk of harm. Often, children need education and support for example, on identifying healthy and unhealthy behaviours within relationships and understanding consent and how to give it. Safeguarding action will also be required in cases where there is a risk of harm.

Further detailed guidance for assessing and dealing with an incident of sharing nudes or semi nudes in school can be found at: UKCIS Sharing nudes and semi-nudes: advice for education settings

14. Children who are lesbian, gay, bisexual or gender questioning

A child or young person being lesbian, gay, or bisexual is not in itself a risk factor for harm; however, they can sometimes be vulnerable to discriminatory bullying. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

School should consider how to address vulnerabilities such as the risk of bullying and take steps to prevent it, including putting appropriate sanctions in place.

15. Children who are gender questioning

It is not for schools to initiate any action in this area, but there will be circumstances where a child or their parent has raised a request relating to social transition.

School should remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

16. Children with Special Educational Needs, Disabilities or Health issues

JMAT understands that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- children with SEND or certain medical conditions can be disproportionally impacted by things like bullying without outwardly showing any signs.
- communication barriers and difficulties in overcoming these barriers.
- the need for intimate care or that they are more likely to be dependent on adults for care
- these children may have issues over cognitive understanding, e.g. being unable to understand the difference between fact and fiction in online content

Where there are any concerns raised about the possible abuse, or the safety and welfare, of a child with SEND or health needs in one of the JMAT schools, we will ensure that the appropriate support is in place for the child with close liaison with the DSL and SENDCo.

16.1 Children with medical conditions

A concern relating to the management of child's medical condition does not automatically indicate a safeguarding concern, however staff should be aware of circumstances which may indicate abuse, neglect or exploitation. This may include, for example, a child being sent to school without essential medication or

medical equipment, or where necessary medical treatment or appointments are missed or withheld. It may also include concerns that symptoms are being fabricated or deliberately induced.

The DSL will consider a child's individual circumstances and seek appropriate advice to determine if support, a referral to social care or other safeguarding action is required.

17. Looked After Children (LAC)/Previously Looked After

The most common reason for children becoming looked after is as a result of abuse and/or neglect and it's important that staff have the skills, knowledge and understanding to keep looked after children safe.

Each school in JMAT has a named designated teacher for Looked After Children who works closely with the Local Authority, who will liaise with the Virtual Head. We have a separate LAC Policy which gives further detail about LAC procedures.

The Designated Teacher for LAC in this school is Emma Bradley

18. Children who are absent from education

All JMAT staff should be aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, honour or faith-based abuse or risk of forced marriage.

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of school's unauthorised absence procedures and children missing education procedures.

JMAT and its schools monitor attendance carefully and address poor or irregular attendance without delay. We will ensure that children who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a child leaves the school, we will record the name of the child's new school and their expected start date.

Further information about CME can be found in the JMAT Attendance Policy.

19. Operation Encompass

The purpose of Operation Encompass is to provide a link between police, local authority and school to ensure that school is notified when a child is a victim of, or a witness to, domestic abuse in order to safeguard and support the child in a timely way.

JMAT schools take an active role in Operation Encompass by using a secure email system vfenton@fep.jmat.org.uk – mroberts@fep.jmat.org.uk – ctomlinson@fep.jmat.org.uk which local safeguarding partners can use to inform the DSL and other named safeguarding staff when a domestic abuse incident has been recorded within the previous 24 hours or over the weekend.

20. Releasing children to the care of parents who are suspected to be under the influence of alcohol/drugs

JMAT and its schools follows NSPCC guidance:

'There may be times when the school is worried that the adult collecting a child is under the influence of alcohol or drugs, or their behaviour otherwise suggests that they may not be in a fit state to safely look after the child.'

In this case, the school should:

- Contact another family member or authorised person to collect the child.
- Record the incident as a potential safeguarding concern.

Repeated instances of an adult appearing unfit to provide safe care should be discussed with children's social care. If the school has immediate concerns about a child's welfare, and an alternative family member

or authorised person is not available to collect the child, the school has a duty to prioritise the welfare and safety of the child.

The school should attempt to keep the child on the premises until they have received guidance or support from children's social care or the police on what action to take. If, despite the school's efforts the parent insists on taking the child, then the school should:

- Contact the police if the child is at risk, for example if a parent is driving a car while suspected to be under the influence of drugs or alcohol (ensure you have license plate).
- Make a safeguarding referral to children's social care.
- Report the incident on RecordMy and actions taken.

21. Reasonable force and restrictive interventions

Any use of force must be **reasonable, minimal**, **proportionate**, **time limited**, and **the least restrictive option** available in the circumstances. All members of school staff have the legal power to use reasonable force in specific circumstances (see Restrictive Physical Intervention and Positive Handling Policy).

Decisions relating to behaviour support, risk management, restrictive intervention, seclusion, searching, and post-incident support will take account of the pupil's age, developmental stage, communication needs, sensory profile, medical needs, identified SEND, and any known vulnerabilities. Wherever possible, reasonable adjustments in line with JMAT's Public Sector Equality Duty will be made to reduce the likelihood of distress, dysregulation, and the need for restrictive intervention.

Positive and proactive support, including individual physical intervention plans with an appropriate risk assessment agreed with parents/carers, will be used to reduce the likelihood that restrictive intervention becomes necessary.

Any use of reasonable force or restrictive intervention will be recorded and reviewed in accordance with JMAT Restrictive Physical Intervention and Positive Handling Policy. Where an incident raises a concern about possible abuse, inappropriate practice or harm to a child, it will be managed under this safeguarding and child protection policy.

22. Temporary separation of pupils for safeguarding purposes

In rare circumstances, it may be necessary to temporarily prevent a child from attending school premises in order to separate them from another child for safeguarding purposes. This may include circumstances where an allegation of serious harm has been made by one child against another.

This is not a suspension or permanent exclusion on disciplinary grounds and will not be used as an informal or precautionary exclusion. A decision will only be made where:

- there is an identified safeguarding risk
- separating the pupils to protect one or more children
- the separation cannot practically be achieved through arrangements that allow the children to remain onsite in school

The decision for a safeguarding separation will be made on a case-to-case basis by the Headteacher/DSL and a risk and needs assessment will be completed. Advice will be sought from the Trust Lead, social care, local authority and police where required. Parent/carers will be informed of the reason for the temporary suspension **and the Trust notified without delay.**

The arrangement will be reviewed regularly and will remain in place only as long as necessary and proportionate. Appropriate education, pastoral support and contact will be maintained throughout this period and a reintegration and safety plan established prior to the child returning to school.

23. Searching, Screening and Confiscating

Headteachers, and the staff they authorise, have a statutory power to search a child or their possessions when they have reasonable grounds to suspect that the child may have a prohibited item, such as:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, cause personal injury or damage to property of any person (including the child).
- Regulated items, such as vapes, tobacco products, fireworks
- Pornographic images.

When exercising their power to search, the headteacher/DSL must consider the age and needs of children being searched or screened. This includes the individual needs or learning difficulties of children with Special Educational Needs and Disabilities (SEND) and make reasonable adjustments that maybe required.

Depending on the context of the search, parents should be contacted to inform them of the situation and the need to search. However, this should not impede a situation where there is an immediate risk of harm to the child or other children and adults in school.

A senior member of staff will carry out the search with another staff member as a witness. The staff member should explain to the child why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. An appropriate location for the search should be found, away from other children where possible.

For detailed information about searching, screening and confiscation, see DfE (2022) Searching, screening and confiscating advice for schools

24. Responding to critical incidents/Martyn's Law

Each JMAT school has critical incident and emergency plans in place to respond effectively to different types of incidents, such as serious incidents, lockdown, invacuation, fire, flood, and cyber-attacks. This also includes the relevant risk assessments for these situations.

These procedures will be regularly reviewed and refined to ensure that school is fully compliant with the requirements of Martyn's Law by Spring 2027, and to ensure the preparedness and protection of school premises in case of a terrorist attack.

Regular training and practice drills will ensure that if an incident does arise, staff should be able to draw on their knowledge from the emergency plans and make good, informed judgements about how to keep themselves and others safe.

25. Off-site arrangements, including alternative provision

Whenever pupils take part in day trips, residentials other offsite activities, robust safeguarding arrangements will be in place, including appropriate health, safety and safeguarding risk assessments. The JMAT will have due regard to DfE's Keeping Children Safe in Out of School Settings (2022) guidance.

Where a child attends offsite or alternative provision the school remains responsible for safeguarding and will undertake due diligence to ensure the ongoing safety and welfare of the child. This includes:

- Retaining a record of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend
- Regularly reviewing the alternative provision (at least half-termly) to provide assurance the child is regularly attending
- Ensuring the placement continues to be safe and meets the child's need

Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

26. Safeguarding and Drones/Unmanned Aircraft

The JMAT appreciates that drones allow for the capture of useful video footage that may offer benefits for a wide range of activities. However, the safety and safeguarding of our pupils is our overriding concern, therefore, the use of drones by the public is prohibited in and around school unless it is with the written consent of the Headteacher under the legal guidelines.

The use of the JMAT drone in schools for media purposes (sports events, etc) is in line with current safeguarding and child protection policy and procedures, insurance requirements and includes annual parental consent.

If there are any concerns about unmanned aircraft being used around any of the JMAT's schools, either from a safety or privacy perspective, staff will report this to the police on 101, with the drone's registration number if possible.

27. First day calling procedures

If a child has not arrived at school within the expected time frame and is therefore absent from school with no reason provided, a designated member of staff will initiate **first day calling** procedures.

It is expected that JMAT schools are aware of the reason for absence of the child before the start of the afternoon session generally, unless there are safeguarding or contextual concerns for the child that deem an earlier timescale is necessary.

Year 5 and 6 children who have permission to walk to school alone will be treated as a priority when initiating first day calling procedures and will be contacted immediately if they do not arrive for the start of the school day.

If required, a **home visit must be carried out by two members of staff**, lone visits to a child's home are not permitted by the Trust. It is expected that child contact information is shared within school with appropriate staff and that a designated staff member is appointed to follow the 'first day calling' procedures.

If all other means of contacting the family have been exhausted, school must consider whether a request to the police for a safe and well check is necessary.

Careful consideration must be given to determine how quickly a home visit or safe and well check should be made when a child is absent from school. The decision should be made on a case-by-case basis, depending on the concerns and vulnerabilities for a child and family. Each JMAT school will use contextual safeguarding information and a child's history to assess the risk level around any absence and what actions are required when.

28. Parental responsibility

The welfare of the child is the paramount consideration for JMAT schools. Every effort will be made to ensure that a parent's rights and responsibilities are not infringed and that the actions of the JMAT and its schools are fully compliant with the law.

28.1 Obtaining consent

Where schools need parental consent to outings and activities, the headteacher should seek the consent from the resident parent unless the decision is likely to have a long-term and significant impact on the child, or the non-resident parent has requested to be asked for consent in all such cases. In circumstances where both parents share custody/the care of their child equally then consent of both parents should be sought as far as practically possible.

28.2 Medical treatment

The Children Act 1989 allows schools to act 'in loco parentis', in consenting to emergency treatment for a child in place of a parent, or allow them to seek consent from a parent who may not hold parental responsibility in the case of a medical emergency for a child.

29. Elective Home Education and parental consent

Keeping Children Safe in Education states that:

'Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recommend that local authorities, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.'

30. Community-based Early Help, Family Help and support for children in need

Providing help support as soon as problems emerge, at any point in a child's life, is an important part of safeguarding children and promoting their welfare.

Any child may benefit from early help, but in particular staff will be alert to the potential need for early help for children who:

- Are disabled or have certain health conditions and have specific additional needs.
- Have special educational needs and/or disabilities (whether or not they have a statutory EHCP).
- Have a mental health need.
- Are young carers.
- Are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Frequently are missing/go missing from education, home or care.
- Are at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have a parent or carer in custody, or is affected by parental offending.
- Are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Are at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- Are privately fostered.

We will work with local agencies to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services, and will consider the following:

- The child's needs and any emerging safeguarding concerns
- The child's wishes and feelings
- The support required and the outcomes to be achieved in agreement with child and family
- Coordinating services through a Lead Practitioner where appropriate
- Regularly review whether the support is improving the child's circumstances

Some children and families may require more targeted support through Family Help than is available through community-based early help or universal services, this may require a referral into local children's services.

31. Safer Recruitment

The JMAT and its schools operate robust safer recruitment procedures to help deter, reject or identify people who pose a risk of harm to children. We will follow relevant guidance in Keeping Children Safe in Education September (Part Three) and from The Disclosure and Barring Service (DBS):

- We will carry out the required pre-appointment checks on staff and will verify, as appropriate, an applicant's identity, right to work in the UK, qualification, employment history, reference, criminal record information and their suitability to work with children.

- We will obtain an enhanced DBS check with children's barred list check for all adults working in school with children, this includes volunteers and trainee teachers.
- We will ensure that all adults within JMAT who have access to children have been checked as to their suitability, this may include an online search for shortlisted candidates during recruitment.
- Any volunteer who teachers, trains, instructs or supervises children frequently (more than 3 days in a 30-day period) will be regarded as being in regulated activity, even where they are supervised
- We will ensure that all staff and volunteers have read the relevant JMAT Code of Conduct and understand that their behaviour and practice must be in line with it.
- We will ensure that contractors and other third-party staff have undergone the appropriate checks prior to coming into school – this will be done through a Letter of Assurance
- Each school will maintain a Single Central Record of all safer recruitment checks carried out in line with statutory requirements. The Single Central Record will contain information on all staff members (includes contractors and supply staff). Further information about the SCR can be found on the JMAT Safer Recruitment Policy. The JMAT will keep a separate SCR for central team staff and Trustees, which will be accessible to all Trust schools.
- Key staff involved in recruitment in schools will have regular Safer Recruitment training, at least every three years, with at least one person on the recruitment panel having safer recruitment training.

32. Site security and visitors to school

All visitors to school should be pre-arranged as far as possible. They will be asked to sign in to school using the paper/electronic system for fire and security purposes, and will be asked to produce photo ID and a DBS, if relevant. All visitors are expected to read and agree to the safeguarding information prior to signing into school.

Partners from health, social care and the police will not be required to show DBS upon arrival in school, but are required to show photo ID. School will also not request DBS or barred list checks for visitors such as children's relatives attending sports days, performances, etc.

All visitors will be required to wear an ID badge whilst on school grounds. This should be visible at all times. Visitors without identification badges should be politely challenged by school staff. All regular visitors and volunteers are informed who the DSL and deputy DSL are and what the recording and reporting system is for safeguarding concerns.

Visitors who represent organisations and/or are self-employed should have their own safeguarding and child protection policy and procedures. School can ask to see these in advance to ensure they meet JMAT standards.

The Headteacher/DSL will exercise professional judgement when deciding whether a visitor should be supervised whilst on school premises, taking into consideration purpose of visit, level of contact with children, and any checks that have been completed.

33. Transporting children in staff cars

The guiding principle should be that transporting children in staff cars should be the exception to the rule rather than the norm, unless it is an accepted part of a member of staff's role and included in their job description.

Any journeys undertaken should always be authorised by the headteacher, be planned, absolutely necessary and not undertaken on an ad hoc basis. In certain circumstances children may need to be transported in an emergency situation, however it is anticipated that these instances would be rare.

The ratio of children to staff in this situation must be carefully considered. It is not advisable for one member of staff to transport one child alone in their car – in this circumstance two members of staff is recommended. In another situation, 8 children could be transported in two staff vehicles as long as all the checks and balances have been completed. In all cases, parental permission must be obtained.

In situations where staff are required to transport children in their own vehicles, they must ensure they:

- Have an appropriate valid driving license.
- **Are insured for the journey (Business Use).**
- Have valid MOT certificate and road tax.
- The car is equipped with the appropriate car seats in line with legal requirements for age/weight/height of a child(ren).

Parents must give their permission for children to be transported in a staff member's vehicle, where this necessary. Every effort should be made to gain written consent but where this not practically possible; details of the verbal consent should be recorded on RecordMy. If consent is not obtained, transportation should not be permitted, unless in an emergency.

A risk assessment should be completed for transporting children, this includes children with special educational needs and disabilities, behaviour or medical issues.

Parents must not transport pupils other than their own to events/visits during school time.

34. Staff suitability

JMAT must ensure that staff and volunteers providing care for children under the age of eight are not disqualified from doing so under the Childcare (Disqualification) Regulations 2006. All members of staff in JMAT schools who work with children will complete a Staff Childcare Disqualification Form. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

35. Managing allegations against staff (including volunteers, supply teachers, trainee teachers and agency staff)

JMAT promotes an open and transparent culture in which all allegations or concerns about staff are shared with the DSL/headteacher and are recorded and dealt with appropriately. We aim to identify and address concerning, problematic or inappropriate behaviour early in order to minimise the risk of abuse. It is our intent (through training and raising awareness) to ensure that the staff working in JMAT schools are clear about their professional boundaries and act in accordance with the ethos and values of the Trust.

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. Any allegations against staff (including volunteers, trainee teachers, supply teachers and agency staff) that indicate that they may have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk).

will be reported immediately to the headteacher or the Designated Safeguarding Lead if the headteacher is not present, in line with the JMAT's Managing Allegations of Abuse against Staff Policy. The headteacher will inform the Local Authority Designated Officer (LADO) following the guidance in KCSIE. If the allegation concerns the headteacher or a member of the JMAT Central Team, the person receiving the allegation will immediately inform the JMAT CEO or JMAT Strategic Safeguarding Lead.

Low-level concerns – these are actions or behaviour from a staff member which conflicts with the standards set out in the JMAT Staff Code of Conduct or other relevant professional standards. Concerns or allegations can relate to behaviour inside or outside of work and do not have to directly involve children. These worries might not be considered serious enough to meet the "harm threshold" but still require a response. For further information, see the JMAT Low-Level Concerns Policy.

36. Sharing information and confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Working Together to Safeguard Children 2026 reinforces that data protection law **does not** prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

School must be proactive with sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of a child.

Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the children involved in the case.

During disclosure of a concern by a child, staff members will not promise the child confidentiality and will ensure that they are aware of what information will be shared, with whom and why. Depending on the nature of a concern, the DSL will discuss the concern with the parents of the child involved.

Discussions with parents will not take place where they could potentially put a child at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented, in line with advice from the Trust and Information Commissioner's Office.

37. Training and Induction

When new staff, trainee teachers, volunteers or regular visitors join JMAT they will be informed of the safeguarding arrangements in place. They will be given a copy of the JMAT Safeguarding and Child Protection Policy along with the relevant Staff Code of Conduct. The DSL will be identified for that school.

Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, neglect and exploitation, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead. At induction, all staff will also be provided with a copy of Part One of 'Keeping Children Safe in Education' and will be expected to read this.

All staff members will complete the following **annual** training on RecordMy (E-learning) as follows:

- safeguarding training
- KCSIE update
- cybersecurity training (including NSCS training in line with insurance requirements)
- keeping children safe online

This will also be supported in at staff meetings/briefings with termly training on specific issues to provide staff with relevant skills and knowledge to safeguard children effectively.

The DSL, the deputy DSL and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend DSL training once every two years. They will also receive regular safeguarding updates throughout the school year in order to keep up with any developments relevant to their role.

The DSL will also provide regular safeguarding updates for staff.

38. Whistleblowing Policy

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistleblowing 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.
- A 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.

39. Roles and responsibilities

39.1 The Board of Trustees

The Board of Trustees of the JMAT are accountable for ensuring the effectiveness of this policy and our compliance with it. The Board of Trustees will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via the JMAT website and has been written in line with DfE advice and guided by the Local Safeguarding Partnership's policies and procedures.
- Staff members have due regard to relevant data protection principles which allow them to share personal information, in accordance with UK GDPR.
- The schools in JMAT contribute to inter-agency working in line with Working Together to Safeguard Children (2026).
- JMAT has due regard to the Prevent Duty Guidance 2023, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.
- JMAT has due regard to the FGM mandatory reporting duty which places a statutory duty on all teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of 'Keeping Children Safe in Education' and the Staff Code of Conduct.
- All staff undertake appropriate safeguarding and child protection training that is updated regularly.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with Part Four of Keeping Children Safe in Education and local safeguarding partners online child protection procedures.
- Safer recruitment practices are followed in accordance with the requirements of Part Three of 'Keeping Children Safe in Education'.

Safeguarding with be included on the school report cards provided to local advisory boards and a Trust Safeguarding Lead report provided to the Trustee Board.

39.2 The Headteacher

The headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL).
- Identifying an alternate member(s) of staff to act as the Deputy Designated Safeguarding Lead (DDSL) in their absence to ensure there is always cover for the role.
- Ensuring that the policies and procedures adopted by JMAT, particularly concerning referrals of cases of suspected abuse, neglect and exploitation, are followed by all staff.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures.
- Ensuring that all staff members use the electronic safeguarding system (RecordMy) accurately and in a timely manner.
- Liaising with the LADO and Children's Social Care in the event of an allegation of abuse being made against a member of staff.
- Ensuring that all new staff and other adults working in school, upon induction, are provided with the Safeguarding and Child Protection Policy, relevant Code of Conduct, Relationships and Behaviour

Policy, Part One of the latest 'Keeping Children Safe in Education' guidance, and the identity of the DSL and any deputies.

39.3 The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) will:

- Carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education'.
- Provide advice and support to other staff on child welfare and child protection matters. At least one other person in school is designated as the Deputy Safeguarding Lead, they will be responsible for the role if the DSL is absent.
- Be available for staff in school to discuss any safeguarding concerns, this should be in person as far as possible. However, there may be exceptional circumstances where availability via phone or Teams is acceptable, particularly for out of hours/out of term activities, or concerns.
- Act as the main point of contact with local safeguarding partners and keep up to date with local safeguarding arrangements. The DSL will take lead responsibility for promoting the educational outcomes of vulnerable children. A confidential shared mailbox is in place in all JMAT schools to ensure that safeguarding concerns are received, monitored and acted up without delay.
- Undertake regular DSL training every two years. Additionally, the DSL will receive regular updates to safeguarding training via forums, e-bulletins, e-learning, etc.
- Undertake Prevent awareness and Channel training every two years, and ensure that staff receive Prevent training at induction.
- Work with the Trust Safeguarding Lead, to carry out regular safeguarding audits to ensure compliance with all statutory requirements/guidance (s175) and best practice as defined by DfE/Ofsted.
- Through appropriate training, knowledge and experience, liaise with children's social care and other agencies where necessary, and make referrals of suspected abuse to children's social care, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early/Family Help assessments.
- Keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions, including instances where referrals were or were not made to another agency such as children's social care, Prevent, etc.
- When a child leaves school, make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner (within 5 days in line with KCSIE). The DSL will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.
- Ensure that all staff members, supply/trainee teachers and volunteers are aware of our policy and the procedure they need to follow.
- Ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level
- Recognise that a child who is abused, who witnesses violence or abuse or who lives in a violent or abusive environment may feel helpless and humiliated, may blame themself, and find it difficult to develop and maintain a sense of self-worth (Working Together to Safeguard Children 2026).
- Ensure these children are particularly closely monitored and supported and any concerns are recorded and reported to children's social care.
- Attend initial and review child protection case conferences, core group, CIN and TAF meetings as necessary.

All school staff must be aware that if the DSL or a deputy DSL is not available, they should seek out a member of the SLT to discuss their concern with, or contact children's social care to seek advice.

40. Use of the school premises for non-school activities/extra-curricular activities

Where the school hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements

are in place to keep children safe and that those providers meet the guidance in the DfE's guidance 'Keeping Children Safe in Out of School Settings' from April 2022.

The school will ensure safeguarding requirements are included in the lease or hire agreement/contract, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

If the school receives allegations related to an incident that 'happened when an individual or organisation was using their school premises for the purposes of running activities for children...the school should follow Trust safeguarding policies and procedures, including informing the LADO'.

41. When to call the police

When to call the police addresses criminal activity, rather than safeguarding issues, which are addressed separately using the referral process and procedures. Contact with police should ideally be made by a single point of contact from the school. This may be the headteacher or the DSL to ensure all the relevant information is shared and improve consistency of referrals.

When an incident occurs in which a crime has or may have been committed, the school needs to consider whether to involve the police. Many incidents can be dealt with and resolved internally. The school relationships and behaviour policy and codes of conduct will give further guidance on how to deal with and record such incidents.

If there are concerns about criminal activity over a number of Trust schools, the Trust Strategic Safeguarding Lead will be responsible for contacting the police.

For example, it is a criminal activity to leave a child alone in the home at the age of two. There's no legal age a child can be left home alone, but it's against the law to leave a child alone if it puts them at risk. In this situation, the DSL or headteacher should report this occurrence to the police directly and immediately.

When the decision is made to report an incident to the police for investigation, due to the seriousness of the incident or for other aggravating circumstances, school should cease their own investigation, having asked only enough questions to establish the basic facts of the incident.

42. Relevant policies

To underpin the values and ethos of the JMAT and our intent to ensure that children are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying
- Collection from School and Walking Home Alone
- Relationships and Behaviour
- Managing Allegations against Staff
- Low-Level Concerns
- Child on Child Abuse
- Restrictive Intervention (including use of reasonable force, and searching of pupils)
- Safer Recruitment
- Mobile Phone
- Whistle-blowing
- Attendance
- Online Safety
- Artificial Intelligence
- Social Media
- Meeting the needs of pupils with medical conditions
- Intimate Care
- Educational visits including overnight stays

43. Monitoring and review

This policy is reviewed annually by the Trust DSL. Any changes made to this policy by the above will be communicated to all members of staff. The policy is available for public view on the JMAT website.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

44. Document History

Previous versions archived in accordance with document retention requirements.

Issue	Author/ Owner	Date Reviewed	Reviewed by	Approved by A&R Committee (date)	Comments/ Changes
V1	JMAT	July 2025	PRG	08/07/25	• Section 1 – addition of the word 'unsafe' and further detail to statement of intent • Section 3 – change of date to KCSIE • Section 6 – clarification of child-centred approach • Section 10.13 – inclusion of a reference to AI Policy • Section 15 – new section on drones and unmanned aircraft • Section 17 – further detail added into first day calling procedures • Section 18.3/18.4 – clarification added on regarding par4ents with shared custody • Section 21 – training schedule updated for safer recruitment • Section 37 – addition of AI Policy to relevant policies
V2	JMAT	July 2026	PRG	09/07/26	• Substantial re-write following updated guidance in Keeping Children Safe in Education 2026 and Working Together 2026 • Language and terms updated throughout the document to reflect KCSIE 2026 • Additions of sections in line with the latest statutory requirements and DfE guidance • Changes made in response to issues raised overall Trust schools • All new additions in dark red for clarity

Key:
PRG – Policy Review Group
A & R Committee – Audit and Risk Committee

Appendix 1

Regulated activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.

Regulated activity includes:

a) Teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;
b) Work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of frequency or whether they are supervised or not.

This includes:

c) Relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- Personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness of disability;
- Health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Regulated activity will not be:

- Paid work in specified places which is occasional and temporary and does not involve teaching, training.
- Supervised activity which is paid in non-specified settings such as youth clubs, sports clubs etc.