



Quarrydale Academy

# **Whole School Child Protection Policy**

***September 2025/2026***

# INTRODUCTION

Quarrydale Academy

## Policy statement and principles

Quarrydale Academy recognises its responsibilities for safeguarding students and protecting them from harm. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

Safeguarding at Quarrydale Academy is everyone's responsibility and there is a team of Designated Safeguarding Leads. Mrs Louise Maddison is the Senior Link Designated Safeguarding Lead. Miss Hannah Straw, Mrs Charlotte Oldfield-Wright, Mrs Fran Bean, Mrs Leanda Moles, Mr Steve Cooper, Ms Claire Brown and Mrs Leanne Heartfield (Post 16) are all Designated Safeguarding Leads.

This Child Protection Policy will be reviewed by the Senior Link Designated Safeguarding Lead Mrs Louise Maddison on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the *Governing Body* for approval and sign off at the first autumn term meeting.

Date of last review: September 2025

Date of next review: September 2026

<b>Role</b>	<b>Name</b>	<b>Contact Details</b>
Headteacher/Principal	<i>Mr T Paling</i>	<i>Quarrydale Academy 01623 554178</i>
Senior Leader(s) available for contact in the absence of the DSLs	<i>Mr T Paling</i>	<i>Quarrydale Academy 01623 554178</i>
Designated Governor for Child Protection/ Safeguarding	<i>L Di Martino</i>	<i>Quarrydale Academy 01623 554178</i>
Senior Link Designated Safeguarding Lead	<i>Mrs Louise Maddison</i>	<i>Quarrydale Academy 01623 554178</i>
Designated Safeguarding Leads	<i>Miss H Straw Mrs C Oldfield-Wright Mrs L Heartfield Mrs F Bean Mrs L Moles Mr S Cooper Ms C Brown</i>	<i>Quarrydale Academy 01623 554178</i>
LA Safeguarding Children in Education Officer	<i>Zain Iqbal</i>	0115 8041047
LA Child Protection Contact/LADO	<i>Eva Callaghan or covering LADO</i>	0115 8041272
MASH (Multi-agency Safeguarding Hub)	Office hours	0300 500 80 90
MASH Consultation Line		0115 977 4247
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>

## **Quarrydale Academy**

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

We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this Academy child protection policy.

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2023 (Updated September 2025) and HM Working Together to Safeguard Children 2023 (published 15<sup>th</sup> December 2023, updated June 2025) which are incorporated into this policy.

### **Child Protection and Safeguarding Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse, neglect and exploitation, and follow our procedures to ensure that children receive effective support, protection, and justice.

The procedures contained in this policy apply to all staff, supply staff, volunteers, and trustees of Quarrydale Academy and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

### **Maintaining a child centred and coordinated approach to safeguarding:**

Everyone who works at Quarrydale Academy understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

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

### **Safeguarding and promoting 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 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.

**NB Definition:** Children includes everyone under the age of 18.

### **Whole School approach to safeguarding:**

- We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- As a school we have a responsibility to provide a safe environment in which children can learn.
- We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.
- **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
- All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.
- Our Senior Link Designated Safeguarding Lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, early help, and health where required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Monitoring attendance - the DfE's Working together to improve school attendance is now statutory guidance KCSIE 2025
- Meeting the needs of children with special educational needs and/or disabilities.
- Ensuring reasonable adjustments are provided as informed by the Equality Act for disabled children and young people
- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off-site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.

- The list of content risks under online safety, adding in disinformation, misinformation and conspiracy theories
- Appropriate arrangements to ensure school security, taking into account the local context.
- KCSiE 2025 update includes greater safeguarding measures for pupils who are in AP and still on school roll.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2023 Annex A.

### **Safeguarding can involve a range of potential issues such as:**

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use.
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP)).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE 2023 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2023 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.

- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

All our staff and volunteers are aware of the indicators of abuse, neglect and exploitation and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to a Designated Safeguarding Lead or a member of the Senior Leadership Team should the designated safeguarding lead not be available for children who may be in need of help or protection.

Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

**All staff** should **always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

As a school we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

**All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of our school environment.

All our staff have received information and training regarding the risks that can take place outside their families. This is known as extra-familial harm and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and

misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All our staff have ‘an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring’ of ICT systems and regular monitoring of school’s equipment and networks.

We have an online safety policy which informs of the filtering and monitoring arrangements on ICT devices and networks to keep children safe and is reflected in this Child Protection Policy including awareness of the vulnerabilities when accessing to mobile phone networks. (See KCSiE 2024 Paragraphs 12,102,123 and 133 to 146).

Our Snr DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the ‘Governing body/ trust, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.’

Our Governing body will ensure they maintain oversight of the Online Safety Policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2024 paragraph145.

This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the school/ colleges safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the [Department for Education filtering and monitoring standards](#).

Quarrydale Academy’s IT infrastructure uses Impero and other platforms to manage the filtering and monitoring activities of all ICT users to meet the requirements put in place by KCSiE requirements. The monitoring of IT usage also includes the saving of ‘logs’ to indicate individual IT user activity for all devices within the academy including when devices are used externally. This is also signposted in our IT policy which requires all users to adhere to and all students and staff the academy’s IT usage policy.

Our Governing body will ensure a review is maintained to ensure the standards and discuss with IT staff and service providers these standards and whether more needs to be done to support our school in meeting and maintaining this standard and communicating these to staff, our *students*, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.

Our Senior Link DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from *school*

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE.

As a school should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Nottinghamshire County Council and the Nottinghamshire Safeguarding Children Partnership Pathway to Provision (threshold guidance for referral and access to services).

## Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

### Indicators of abuse, neglect and exploitation

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

**The four categories of child abuse are as follows:**

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse**
4. **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.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Safeguarding issues:** All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, unexplainable and/or persistent absences from education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

Further support re online abuse and grooming where parents and carers are sign posted to additional resources. Further underlined within the PSHE / RSE scheme of work and via tutorials and assemblies. Also, the use of outside providers such as the SEIO

Additional support, other than links to PSHE / RSE resources and the use of outside providers – “Equation” for KS3 which covers topics the likes of Healthy/ Unhealthy Relationships, Consent, Respect not fear (abuse in teen relationships and Toxic behaviours)

Students, staff and parents are provided with additional information, support and guidance where required to highlight how individuals can remain safe online and more aware of remaining free from risk, exploitation, grooming or radicalisation. Education takes place through the PSHE programme and also via key points in the calendar such as online safety week, anti-bullying week and monitoring is constantly in place.

This is further supported and students and all within the academy educated on how to behave appropriately and what is acceptable, not acceptable behaviour so all are fully informed on positive behaviours / socially acceptable behaviours, and if this is not the case how to report any behaviours that relate to Part 5 of KCSIE – As an Academy, this is done through PSHE / RSE, Assemblies, Tutor Time, External providers – Equation, and other external agencies including MASH / SEIO.

We have put in place an open and positive culture for safeguarding which is embedded into the way everyone works together, is effective in sharing information in a timely manner and meets local thresholds with safeguarding partners, to ensure what is ‘best to keep the child/children safe. It includes an environment where everyone feels safe, well cared for, and knows they will be listened to and provided with help and support.

Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Quarrydale Academy will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate. Students are always at the centre of our safeguarding arrangements and we listen carefully to the children to ensure that we hear their voices.

To support students with their mental health and wellbeing our pastoral support officers are identified as mental health first aiders. When students are identified as experiencing low mood, a member of our pastoral team discusses their wellbeing and assesses them. If this is not done by the Head of Year this information is shared with the child’s Head of Year and a key worker is allocated to ensure that appropriate support is provided in school, parents are informed and appropriate referrals are completed. Support is also available from the school nurse and school counsellor. Referrals to outside agencies are in place with higher tier support where required to CAHMS, EHAF, Springboard and Small Steps.

Our Academy is led by senior members of staff and trustees whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding

Lead. Although we advocate that any staff member can make a referral to children's social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that a Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, MASH Consultation Line or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the school whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

We work with other agencies to support vulnerable children and have regular contact with social care and social workers. Our safeguarding team holds regular meetings in schools, takes part in partnership forums/ events and accesses multi-agency training. Meetings for individual children and families are hosted in school to support better access and involvement for children, parents/carers to have increased involvement.

Where we as a school place a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.

Children who attend alternative education often have complex needs, it is important governing bodies/trusts and the designated safeguarding leads ensure children are fully supported at all times, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of the mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

The Academy will also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff. The academy has a dedicated alternative provision manager who conducts safeguarding and welfare checks on all students attending provision off site. This also includes ensuring that all providers used by Quarrydale Academy have appropriate safeguarding practices in place. In addition, the AP manager makes regular visits to all providers and students.

The Senior Link Designated Safeguarding Lead (DSL) or Designated Safeguarding Leads, who are familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

The Senior Link DSL and/or DSLs attend half termly Nottinghamshire Safeguarding Forum, where guidance and updates are shared, plus an opportunity to network with other local schools. This allows the DSL team to be aware of the current issues and respond in the most efficient way and informing the most relevant agencies that present at the forum. Matters and concerns are discussed and shared in meetings via Virtual / in person meetings / via emails – all recorded on CPOMS also. Examples of services / external agencies are Juno, Nidas, Social Care, Family Services, EHT, LA Welfare / Attendance Team, Police / SEIO.

All outside organisations associated with Quarrydale Academy have regular contact and communication with our safeguarding team. All organisations using the academy's facilities have a first point of contact in order to be able to effectively pass on any information, concerns or allegations, which then can be communicated effectively to the relevant department or individual. All points of contact are aware of the policies and procedures within the academy for reporting. As with any safeguarding allegation, the academy will follow the safeguarding policies and procedures, including informing the LADO.

Staff, supply staff, student teachers and volunteers receive safeguarding training during our induction programme then regular updates are presented through inset and/or twilights. Booklets are produced for supply staff specifically detailing how to report concerns and given to the member of staff when they sign in for the first time. Training on how to report concerns or disclosures is also undertaken regularly.

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, all staff are required to undergo an enhanced DBS check and other vetting procedures including an online search as part of due diligence on shortlisted applicants.

The Senior Link DSL and DSL Team maintain a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college.

The Senior Link DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances

The Designated Teacher and Senior Link Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.

The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

To support the Looked After Young Persons – PEP meetings, LAC Review Meetings, and additional interim meetings are attended and supported from a school pastoral / achievement and progress view point to ensure that students receive the continued support required. Student voice is crucial within this and all LAC students are met with regularly with by the designated teacher, and positively encouraged to attend meeting with the Designated Teacher and external agencies to ensure that their voice and needs are heard and met.

Under the section on additional safeguarding vulnerabilities of children with SEND, the SEND Code of Practice is a source of information and support is available from specialist organisations including SENDIASS.

Parents can access support from the SEND Local Offer:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

The academy will seek advice, as appropriate, around individual students, from external support services through the termly 'Springboard' meetings, Early Help Unit, Multi-Agency Safeguarding Hub and Schools Behaviour and Attendance Partnership Scheme (SBAPS).

The academy also uses these services:

- SBAPS
- Schools, Family and Specialist Services (SFSS), which includes: Cognition and Learning team, Communication and Interaction team and Educational Psychology Service (we access these via referrals at termly 'Springboard' meetings).
- Physical Disabilities Specialist Services (PDSS) including visual and hearing impairment.
- Neurodevelopmental Behaviour Support Service (NBS)
- Occupational Therapy team
- Speech and Language Therapy team
- Community Paediatrics

Other services that have been used by the academy (mostly via safeguarding/pastoral) are as follows:

- School nurse
- Child and Mental Health Services (CAMHS) e.g. Psychiatric Units
- Early Help Unit (Targeted Support)
- Healthy Families Team
- Youth Offending Team
- Bereavement Services
- Social Services including child protection

## **Our Child Protection Policy**

**There are seven main elements to our policy:**

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'

- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, filtering and monitoring arrangements for online safety and harms.

We recognise that because of the day-to-day contact our school staff have with children they and we are well placed to observe the outward signs of abuse.

***The Academy will therefore:***

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- Include opportunities in the PSHE / RSE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.
- Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensure our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks.
- Maintain an on-line safety policy which address statutory filtering and monitoring standards, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats.
- The response required by schools and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' Schools are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole school ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.

- Importance of our school ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school environment if needed.

With reference to support outside the home the academy uses various agencies and support above and beyond the pastoral system – SEIO, MASH, NIDAS, JUNO, Women’s Aid, IMARA, School Counsellor, CAHMS, Sexions, Healthy Family Team, Family Services and others as necessary, such as PREVENT, and Tackling emerging Threats.

Safeguarding is actively promoted through RSHE education. RSHE is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for the future. The curriculum is planned in line with statutory guidance, taking account of topical issues and the needs of the local community

With reference to the Academy and how we continue to intend to embed and teach safeguarding as part of your broad and balanced PSHE / RSE curriculum – This is provided via units of work throughout the year, lessons taking place one hour a week for the whole year. This is further embedded and underlined through the use of outside agencies delivering workshops to groups / individuals. These include Equate, Sexions, SEIO, JUNO, IMARA, NIDAS.

- We will take all reasonable measures to ensure any risk of harm to children’s welfare is minimised inside and outside of the school environment.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

For children who attend alternative provision or receive 1:1 support either in outside provision or at home then the providers’ DBS certificates and their safeguarding policies are checked. Our own on-site alternative provision has staff members and mentors who can identify students with extreme behavioural needs who can also be more vulnerable and they are fully trained to support

their needs. The school also works closely with our local police school liaison officer who supports us with any students who have been identified in criminal activity to make better choices in the future.

Pastoral team via check ins and relationship building. This occurs in built in daily sessions as well as PSHE / RSE. School Counsellor, Key Workers, The Hub, and various outside providers, in person and via signposting.

Within the Academy we have the Ambassadors club, which support vulnerable and LGBTQ+ students. The Academy operate within a culture of tolerance, and this is further underlined pastorally, in tutor groups with tutors and HOY, via PSHE / RSE, within the Anti Bullying policy and general ethos of the academy. Further support is given to students and home as required via key workers, changing of routines, changing rooms and toilets as required to ensure safety and comfort is felt by all, also sharing key information in tutor groups with student voice consent, to further support all in tolerance and beliefs. Specific sign posting to services such as “Mermaids” to further support students.

KCSiE 2024 Annex B page 149 Child abduction and community safety incidents – Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. The academy operates the NCC & NSCP School Safe Alert protocol.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

As an academy we support students as they mature with safety lessons within PSHE / RSE lessons. In addition to this as well as assemblies we also use additional support via external agencies looking at Road Safety and also Rail Safety, with external visitors attending the Academy to deliver lessons school. This additional education aims to further build confidence and abilities for our students, to protect themselves or know how and where they can seek help and support.

**We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2025 to:**

- Ensure we have a Senior Link Designated Safeguarding Lead (DSL) Mrs L Maddison, who is a member of the school/college leadership team, and a further Designated Safeguarding Leads for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2023 Annex C.
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC) Mr S Cooper.

- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Link Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept securely; Paper files from previous schools - child protection or confidential files are kept separate from the main pupil file, in a locked cabinet in an office. The Academy use an electronic management and recording system CPOMS whereby all information is kept – paper copies scanned in and added for full detailed information and chronology.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

## **Supporting children**

We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and

young people which facilitate communication We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

All staff including volunteers are advised to maintain the attitude of '**it could happen here**' where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

### **Our school will endeavour to support the pupil through:**

- Developing the content of the curriculum by ensuring that we meet the needs of the PSHE / RSE curriculum 2024, whilst also being proactive to local concerns and adapting our curriculum to deliver lessons, assemblies and emergency student briefings as and where appropriate.
- Maintaining a school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- The academy has a pastoral support system including the Head of Year, tutors, teaching assistants assigned to each year, attendance/pastoral support officer and a behaviour team who will support pupils and discuss behaviour incidents and reasons for this and what actions and support is needed to ensure the behaviour is not repeated. Additional support will be put in place as necessary as part of these discussions.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by our SENCos and pastoral team.
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.
- The staff member if not the designated safeguarding lead (Head Teacher / Deputy Head Teacher) will be informed immediately, and actions taken in accordance with the school/college child-on -child/ sexual violence and sexual harassment between children in school and college policy.

With reference to the above all staff and students are aware of the safeguarding team through posters and information around school and in classrooms. This is further signposted by the

pastoral team and PSO's to where support is and advice can be given via the safeguarding team and the safeguarding office. There are always at least two persons in the Safeguarding Office throughout the school day.

## **Safe Staff and Safe Recruitment**

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2024 Part Three and advised by NCC HR policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.
- The Academy has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2024 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2024 Part Three.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the Staff Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2023 in line with KCSiE Part Four Section two. Staff can access a copy of this through and signposted within the school network.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by our Business Manager before beginning working and contact with pupils and follow a programme of induction appropriate to their position.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers and HR Business Partner or HR Service.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team. We also buy into an online counselling service through Medicash.
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team.
- All new employees will be appropriately inducted to their role and a link to the [Induction Checklist for Safer Recruitment](#) can be accessed from HR's guidance section of the School Portal.
- New staff inductions are completed by one of the DSL Team at the start of the year, and when new staff start. Further information and training is given to ECT's. Hayes on line training is also used not just for new staff, but all staff each year. Supply staff / Volunteers / contractors and visitors are given information with reference to safeguarding and who to report information to, the protocol required for this. This information is also underlined in classrooms with posters highlighting key members of the safeguarding staff, although safeguarding is everyone's responsibility.

KCSiE 2024 Part Two, paragraph 172: Alternative Provision – Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

Quarrydale Academy obtains written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

- The alternative provisions the school uses are fully DBS checked and have clear safeguarding policies in place.

### **Links to other Local Authority policies**

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These together will make up the suite of policies to safeguard and promote the welfare of children in this school.

- Accessibility Plan.
- Anti-Bullying.
- Attendance Policy.
- Behaviour Policy
- Equality.
- Central Record of Recruitment and Vetting Checks.
- Complaints' Policy
- Online Safety Policy.
- Freedom of Information.
- Radicalisation – Prevent Duty.
- Health and Safety Policy
- Home-school Agreement Document.
- Child on Child Abuse.
- Physical intervention/positive handling
- Register of Pupil Attendance.
- Knife Crime Guidance
- Relationships, Sex and Health Education (KCSiE paragraph 131).
- Mental and Physical Health (KCSiE 2023 Part One, Part Two and Annex A and paragraphs 165, 171 to 187).
- Special Educational Needs.
- CRB - Use of Reasonable Force Policy/ Guidance.
- Staff Code of Conduct
- Staff Discipline Conduct and Grievance (procedures for addressing).
- School information published on a website.
- Visitors and VIP Guidance 2024-2025.
- Whistle Blowing Policy.
- Guidance for NSPCC helpline and usage (KCSiE 2023 paragraph 466; when to call the police guidance from the NSPCC)
- NCC & NSCP Neglect Toolkit (available from the NSCP website).

- *NSPCC advice to protecting children with SEN and deaf/disabled children and young people links and help line (KCSiE 24 paragraph 204).*

We follow the statutory guidance of child on child abuse – taking statements, listening and taking into account student voice, reporting to MASH, and the Police if necessary and or wished. At this point we continue to support and follow the guidance given by lead professionals

Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link: <https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance>

The NCC Child on Child Abuse Policy template will be available in September 2023 through the TETC section of the School Portal and the NSCP website, in the section headed Resources-Schools, the academy will use this so as to ensure procedures are fully and correctly followed to support young persons when matters are reported.

## **Roles and Responsibilities**

### **All staff and volunteers**

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our *academy* who comes into contact with children and their families have a role to play in safeguarding children. All staff in our school consider, at all times, what is in the best interests of children.

Staff hold a variety of roles which contribute to keeping children safe both in school and on educational visits. All staff are aware of how to raise concerns and members of the pastoral team work closely with the safeguarding team to support children the school has safeguarding concerns about.

**NEW Early Help:** is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. We recognise providing early help is more effective in promoting the welfare of children than reacting later.

All staff within our academy are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating.

All staff contribute to providing a safe environment in which children can learn by following guidelines set out via staff inductions and procedures trained and put in place nationally and via Local Authorities. This is underlined within induction to roles, Hayes training and continual support and training, also via signposting to DSL support as and if needed. This is further underlined for students in areas of PSHE / RSE, lessons and also when supervision within free time (Breaks and Lunch). External Agencies are also utilised in school to support and educate further.

**All school and college staff should be particularly alert to the potential need for early help for a child who:**

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- has a mental health need.

- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from education, home, or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a parent or carer in custody or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing alcohol and other drugs themselves.
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child (working Together to Safeguard Children 2023 and KCSiE paragraph 497)

All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

Parents/ carers can come into school to seek support or advice. We acknowledge the importance of children and social workers meeting during the school day where required and our DSLs work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe, and the child's needs are met.

We sign post children, parents, and carers wanting support, in school and through our website, posters, newsletters and during meetings.

## **Safeguarding Training**

All our staff are aware of systems within Quarrydale Academy and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2025.

Our Academy utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually. This is completed at the start of the Autumn term as part of the Inset CPD on Hays Education online. Further training and updates are provided in house via the Safeguarding team and DSLs with reference to ongoing needs and from updates from the County (NSCP), TETC updates and information.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments. Clarification of this role and its importance is always stressed in the annual training. All DSLs share good practice on lessons learned from working closely with social care to support our students. The Safeguarding team access and partake further and ongoing training put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training opportunities.

All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

### **Staff responsibilities**

All staff have a key role to play in identifying concerns and provide early help for children.

#### **To achieve this, they will:**

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the school online safety, and specifically appropriate filtering and monitoring on school devices and school networks which are reflected in this Child Protection Policy, including awareness of ease of access to mobile phone networks. In agreement with the Governing body.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2025.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to "keep a secret."
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.

- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

The school engages in learning opportunities or partnership work with such as the NSPCC, TETC team, Police Early Interventions Officers, PCSOs, School nurse service and CAMHS and other Health professionals.

### **Senior Leadership/Management Team responsibilities:**

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2023 (updated February 2024) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing body such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2024 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.
- Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

At Quarrydale Academy we recognise the importance of how our academy works with social care and agencies to address safeguarding and child protection concerns and all staff will always act in the best interest of the child if concerned about their welfare. Staff will follow our school guidance and act immediately if concerned.

### **Teachers (including ECTs) and Headteachers – Professional Duty**

The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales. Children or young people who meet these criteria are treated the same as other children who are currently looked after. The designated teacher will work with and support them to achieve their potential. Young persons that meet this criteria have introductory meetings with the designated teacher and ongoing meetings, drop ins to check in and ensure all is

well, listening to student voice and liaising with other professionals to ensure that all is and can be done to support young persons.

## **Designated Safeguarding Lead**

We have a Senior Link Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Senior Link Designated Safeguarding Lead is a senior member of the School Leadership Team, and their responsibilities are explicit in their job description.

We also have six further Designated Safeguarding Leads who will provide cover for the Senior Link Designated Safeguarding Lead when they are not available. All Designated Safeguarding Leads have received the same training as our Senior Link Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Link Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all the members of the school community in cases of suspected abuse.

### **The Senior Designated Safeguarding Lead is expected to:**

#### **Manage Referrals**

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.
- Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.

Arrangements are in place for the Snr DSL and DSL team to meet on a regular basis so each is fully informed and able to respond to the needs of children subject to safeguarding concerns.

Should children be the subject of safeguarding concerns, the Snr DSL remains responsible for oversight of any child on placements or alternative education arrangements.

#### **Work with others**

- Liaise with the Senior Link Teacher and DSL Team to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2023) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 (updated December 2020) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The headteacher, designated safeguarding leads and governing body are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training

Our DSL or DDSL attends the NCC Designated Safeguarding Lead Focus Group Meetings which take place half termly at schools/academies around the County. They also attend TETC training. The DSL's feedback information to other staff to help to raise awareness of emerging threats and risks. Additionally to this DSL / Safeguarding team attend briefings, sharing information, sign post and educate / support staff and students through external providers workshops, Staff bulletins and also via PSHE / RSE lesson resources and assemblies.

The academy has links with the police and the schools police liaison officer regularly attends and works with both the DSL team and pastoral team and also students, there are additional links with IMARA, JUNO, NIDAS, Sexions as well as Early Help, Family Services and Social Care to further support staff and students.

## **Undertake training**

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
- The Senior Designated Safeguarding Leads are responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Senior Link Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

## **The training undertaken should enable the Designated Safeguarding Lead to:**

- Understand the assessment process for providing early help and intervention through the NSCP's Pathway to Provision Version 9.1, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.

- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2023 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home (KCSiE 2024 Annex A and B)
- Encourage a culture of protecting children, listening to children and their wishes and feelings.

### **Raise awareness**

- Ensure that the child protection policies are known, understood, and used appropriately.
- Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

### **Child Protection file**

- The Senior Link Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- A record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2024.

The Senior Link DSL and DSL Team ensure all concerns and incidents are reported, recorded, responded to by requesting all safeguarding matters are reported via CPOMS and discussions in person, from the information reported, all matters are followed up as required and a chronology of all information / actions / follow ups are subsequently also recorded and kept for future needs / information. Quarrydale Academy uses CPOMS, an electronic management system, and all paper files that we received prior to this and our electronic logging, recording are kept securely locked away, away from the school file in a confidential storage area. This can if needed then be a transfer of information and individual case files, should a child move school or leave to go to either Elective Home Education, alternative education placement, or college. This is done so in accordance with KCSiE 2024.

## Availability

- During term time the Senior Link Designated Safeguarding Lead and DSL Team will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2024 Part Two and Annex C.

## Headteacher

### The Headteacher of the school will ensure that:

- The policies and procedures adopted by the governing body, (particularly those concerning referrals of cases of suspected abuse, neglect and exploitation), are understood, and followed by **all** staff.
- The academy maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the school Child Protection Policy; the Staff Behaviour Policy/Code of Conduct Policy.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2024.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2024. If the allegation is against the Headteacher/Principal, then the Chair of the Governing Body will manage the allegation – see below.

## Governing Body

We recognise our Governing body has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regard to KCSiE 2024, ensuring policies, procedures and training in our school are effective and comply with the law at all times.

The governing body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring the Chair of Trustees is able to respond if there is an allegation against the headteacher, by consulting with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, or have unexplained or persistent absence from education.
- Ensure an overview is in place to help identify the risk of abuse, including child sexual exploitation and being at risk of exploitation.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the DSL team and SLT has appropriate policy, procedures in place and staff are trained, to recognise and respond to incidents and resources to manage actions and support for those involved.
- Ensure the DSL team and staff are alert and able to respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- The SLT and DSL team works closely with the police and safeguarding partners to raise awareness of the impact of knife crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Give all staff the opportunity to contribute to and shape the 'safeguarding arrangements,' and child protection policy.
- When the academy premises are used for non-school/college activities the Governing body/trust will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Head teacher/ trust. This will apply regardless of whether or not children who attend the provision are on the school or college roll.
- Any safeguarding concerns involving outside organisations will be addressed through our safeguarding policies and procedures, and in line with the local Nottinghamshire Safeguarding Children Partnership procedures.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Inform any new prospective employees' that online social media checks will be completed as part of the interview process (KCSiE 2024 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

### **Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead**

- A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have

been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.

- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our academy pastoral system. As an academy, we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

## **Children with Special Educational Needs**

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

All staff are aware that additional barrier can exist when recognising abuse, neglect and exploitation for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child- on -child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

Our policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
- recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

## **Taking action where concerns are identified**

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the a Designated Safeguarding Lead, to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or immediately to the police if at imminent risk of harm by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

**If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:**

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g., to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions.
- Leading questions should be avoided as much as possible
- Questioning should not be extensive or repetitive
- Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.
- If unsure, the MASH has available a Consultation Phone Line during office hours where a conversation (without naming children) can be used to speak with a qualified social worker. No record of the conversation will be made it is purely an advice line.

**Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police, or the NSPCC.**

## **Confidentiality**

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

The Headteacher or a Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

We acknowledge further guidance can be found by visiting Nottinghamshire Safeguarding Children Partnership website: <https://www.nottinghamshire.gov.uk/nscp>

## **Information Sharing**

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children 2018, updated December 2020).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

- *DfE KCSiE 2024 paragraphs 114 to 122 and Annex C.*
- *HM Working Together to Safeguard Children 2023 Paragraph 28 to 34 and on pages 18 to 22.*
- *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.*
- *Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.*

## **Records and Monitoring** (KCSiE 2024 paragraphs 66 to 67, Part Four, Part Five, Annex C)

Our academy uses CPOMS to record all safeguarding concerns and follow up correspondence from all agencies involved with the support of individual students. All staff are trained in how to log concerns and DSLs have updated training on how to maintain records and add cases.

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g., MASH or the child's social worker if already an open case to social care.

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept secure on CPOMS and any paper work will be scanned into CPOMS of said young person so that all information and Chronology is present. If a paper file was to come into school for a student as part of a transfer, or transition from KS2 to KS3 files known as a 'concern' file (formerly referred to as a child protection file), will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right-hand corner to denote a separate file exists

Our school will ensure all our files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

### **Why recording is important**

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

Our academy (Quarrydale), uses CPOMS, an electronic recording system.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

### **The Child Protection (CP), Child in Need (CiN) or Confidential file**

(KCSiE 2024 Annex C pages 171 to 172 and paragraphs 101,121, 122, 547 and 550).

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

### **A 'child protection' or 'confidential' file should be commenced in the event of:**

- A referral to MASH/Children's Social Care.

- A number of minor concerns on the child's main school file.
- Any child open to social care.

**All 'child protection' or 'confidential' files should contain the following**

- A front sheet.
- A chronology.
- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.

The Academy will keep electronic records of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately, but these records will be kept within the separate concerns file.

Records will be kept up to date and reviewed regularly by the Snr Designated Safeguarding Lead, to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The 'confidential' file can be active or non-active in terms of monitoring i.e., a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

**Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):**

Our academy will adopt the file transfer guidance contained in KCSiE 2024 and ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2024. Should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.

Our DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

In accordance with KCSiE 2024 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

(KCSIE 2024 paragraph 121 to 122 and Annex C).

## **Recording Practice**

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every incident or concern for the child will be made on CPOMS, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern.

Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.

Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in- line with the NCC Pathway to Provision Version 9.1 document published May 2021, or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk, or abuse.

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

## **Educating Young People – Opportunities to teach safeguarding**

(KCSiE 2024 paragraphs 128 to 136, Annex A & Annex C Online Safety).

As an academy we will teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness

The education we provide for online safety will take into account the need for children to learn using online technologies in a safe environment whether that be in the academy, in the home or in a community environment. This will also be taught as part of a wider PSHE / RSE programme, as well as through other subject areas and ICT.

At Quarrydale Academy our students are supported to understand what constitutes a healthy relationship. We are fully trained on the requirements of the new PSHE / RSE curriculum and will be introducing the lessons this academic year. Students are taught how to recognise the risks associated with sexual exploration, domestic abuse, relationship abuse, child on child abuse and emotional abuse, and are made aware of any support that they may need. The PSHE / RSE curriculum forms part of how we aim to support our students to develop in many aspects of their lives.

We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

We will carefully consider mobile phone use and the new filtering and monitoring standard required by DfE and how this is managed in the academy and ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).

Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school/college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

Children and parents are made aware of on-line safety to minimise the safeguarding risks technology can pose and where they can seek advice, help, and support by signposting and website information, PSHE, RSE SOW sharing and all students and parents sign an IT usage agreement. If IT equipment is sent home for use outside of school, these have school firewalls and monitoring systems incorporated to ensure that students are kept safe and devices are used appropriately. Any misuse is reported home, devices confiscated and required follow up actions taken.

Our academy's response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in the academy, follows the statutory guidance of child on child abuse – taking statements, listening and taking into account student voice, reporting to MASH, and the Police if necessary and or wished. At this point we continue to support and follow the guidance given by lead professionals

## **Helplines and reporting**

- Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Parental Support

- Quarrydale Academy is committed to promoting the safe and responsible use of the internet. Through the schools's PSHE programme, assemblies and guest speakers, we do our best to provide our students with the awareness and knowledge they need in order to recognise and avoid dangerous, destructive, or unlawful behaviour and to respond appropriately.

To support parents and carers to deal with the issues surrounding e-safety, the internet and social media, the school would like to highlight the following sites:

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [Government advice](#) about security and privacy settings, blocking unsuitable content, and parental controls
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- StopItNow resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online) Page | 32
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online
- Parent info from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help.

***The following appendices are a part of this policy:***

<i>Appendix 1 - NCC LA Flow Chart 2023-2024 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm</i>
<i>Appendix 2 - Template: Case Record and Chronology form</i>
<i>Appendix 3 - Template: Logging a concern about a child's safety and welfare</i>
<i>Appendix 4 - Template: Body Maps Guidance and Body Maps</i>
<i>Appendix 5 - Female Genital Mutilation</i>
<i>Appendix 6 – Existing Injuries Form – Tool to support reflection</i>



## Appendix 1

### Name of School/Academy/AP Child Protection & Safeguarding Flow Chart 'What to do if you are worried a child is being abused, at risk of harm or neglect'

#### Actions where there are concerns about a child's welfare in and outside of school

- Be alert to signs of abuse, question unusual behaviour or changes to presentation.

#### Where a child discloses abuse, neglect, sexual violence, sexual harassment, online harm

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information to appropriate services.
- **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL's absence.**

#### Discuss concerns with the Snr Designated/Named Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or a 'child protection' file should be opened, stored in line with the school child protection policy.
- At all stages the child's circumstances should be kept under review and re-refer if concerned to ensure the child's circumstances improve – **the child's best interests must come first.**

#### Still have concerns - Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/families' personal details to hand and be clear about concern/allegations. Complete referral form.

#### Safeguarding concern Resolved /no longer held

Support has been agreed, record decisions and any follow up needed actions.

**MASH Tel: 0300 500 80 90**

**Consultation Line Tel: 0115 977 4247**

(Office Hours Monday to Friday)

Where safe consider **Early Help Service**

**If the child is at immediate risk dial 101 and ask for assistance**

Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures.

[www.nottinghamshire.gov.uk/nscp](http://www.nottinghamshire.gov.uk/nscp)

**Out of hours**

**Emergency**

**Duty Team**

**5.00pm –8.30am**  
Tel: 0300 4564546

**NSPCC Whistle blowing**  
Tel: 0800 028 0285

**Police Tel:101**

**Unmet needs identified**

Decide what actions are needed to support the child.

**Consult with the child young person, family, and relevant agencies:**  
Agree support, refer to NSCP guidance 'Pathway to Provision'.

**Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals Tel:- 0115 8041272. LADO Strategic Lead Tel: 0115 9773921  
Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047**

**This flow chart is a brief guide - Please refer to our School Child Protection Policy.**

# APPENDIX 2

## Case Record and Chronology

### Logging a concern about a child's safety and welfare Part 1 (for use by any staff)

Check to make sure your report is clear to someone else reading it.

The screenshot shows the 'Incidents' page in the Quarrydale Academy system. The top navigation bar includes 'Quarrydale Academy', 'Dashboard', 'Reporting', 'Planner', 'Library', 'Admin', 'Account Settings', 'Add Incident', a notification bell, and 'LOGOUT'. The user is logged in as '\*\*\* \*\*\*\*\*'. The 'Incidents' tab is selected, showing a list of incidents. The first incident is titled 'Follow up to previous CPOMS incident' and is dated 'Mon 01/02/2021 15:08'. It has a status of 'Active' and is assigned to 'Nobody'. The incident description reads: 'I have spoken with \*\*\* and with Mum. \*\*\* has said she feels quite isolated and lonely. She doesn't get to see anyone other than her household and its getting her down. She is struggling not seeing people her own age. \*\*\* is getting out and walking most days but is still struggling being at home. \*\*\* has said that she does feel angrier and has hurt her knuckles she didn't say how (Mum is aware and has taken \*\*\* to the doctors) The doctors have also put Mum and \*\*\* in contact with something called happy families to help \*\*\* moving forward as Mum has noticed a massive change in attitude with \*\*\* over the past year but especially during this lockdown.'

Quarrydale Academy   Dashboard   Reporting   Planner   Library   Admin   Account Settings   Add Incident     LOGOUT

\*\*\* \*\*\*\*\*

Overview   Incidents   Contact Details   Document Vault   Attendance   Student Report   Audit Report   Monitoring History

Incidents   [Toggle parent categories](#)   [Show all actions](#)   [New incident](#)

Read by 3   [Show Alert Options](#)   [Add Linked Student](#)   [Show Audit History](#)   [Options](#)

\*\*\*\*\*   12908   Follow up to previous CPOMS incident

Mon 01/02/2021 15:08

[Voice of the Child](#)   [Meeting/ Parent's Evening](#)

[Emotional Related](#)

[GP / Paediatrician](#)

Status: Active  
Assigned to: Nobody

I have spoken with \*\*\* and with Mum.

\*\*\* has said she feels quite isolated and lonely. She doesn't get to see anyone other than her household and its getting her down. She is struggling not seeing people her own age. \*\*\* is getting out and walking most days but is still struggling being at home.

\*\*\* has said that she does feel angrier and has hurt her knuckles she didn't say how (Mum is aware and has taken \*\*\* to the doctors) The doctors have also put Mum and \*\*\* in contact with something called happy families to help \*\*\* moving forward as Mum has noticed a massive change in attitude with \*\*\* over the past year but especially during this lockdown.

## APPENDIX 3

### Logging a concern about a child's safety and welfare on CPOMS (part 2)

Quarrydale Academy Dashboard Reporting Planner Library Admin Account Settings Add Incident LOGOUT

Back

**Student**

**Incident**

**Categories**

Bullying/ Friendship Related Issues  Cause for Concern  Child Contact  Child Protection  Communication  Contact with External Agency

Legacy  LGBTQ+ related  Safeguarding  SEND

**Linked student(s)**

Type a student's name to link them to this incident.

#### Categories

- Bullying/ Friendship Related Issues  Cause for Concern  Child Contact  Child Protection  Communication  Contact with External Agency
- Legacy  LGBTQ+ related  Safeguarding  SEND
- Bullying/ Friendship Related Issues Subcategories**
- Cyber Bullying  Homophobic Incident  Physical Bullying  Racist Incident  Verbal Bullying
- Cause for Concern Subcategories**
- Child in Need  Domestic Violence  Emotional Related  Grooming  Neglect Related  Physical Related  Sexual Related
- Child Contact Subcategories**
- Voice of the Child
- Child Protection Subcategories**
- Care Team Meeting  Child Protection Conference  Core Group Notes  CP Plan
- Communication Subcategories**
- Email  Home Visit  Meeting/ Parent's Evening  Telephone Call
- Contact with External Agency Subcategories**
- Email  Face to Face Conversation  Meeting  Telephone Call  Text Message
- Safeguarding Subcategories**
- Care Plan  Child In Need  CSE  EHAF  FGM  Grooming  LAC/CLA
- SEND Subcategories**
- 1:1 Support  EHCP  Group Session  IEP  Observation  School Support

## Appendix 4

### Body Map Guidance for Schools

**Medical assistance should be sought where appropriate.**

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g., MASH or the child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds, and burns:**

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

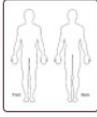
Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

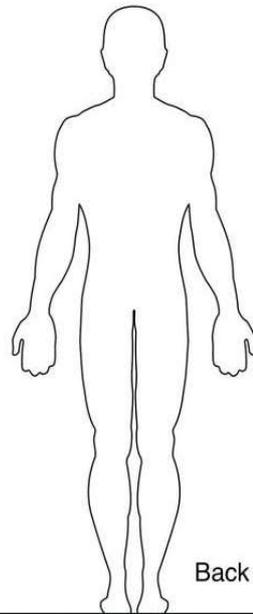
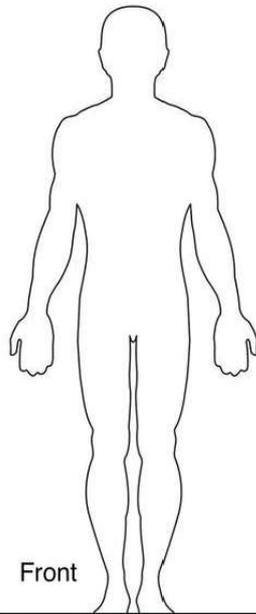
A copy of the body map should be kept on the child's child protection file.

# Body Map on CPOMS

Maps



System Bodymap

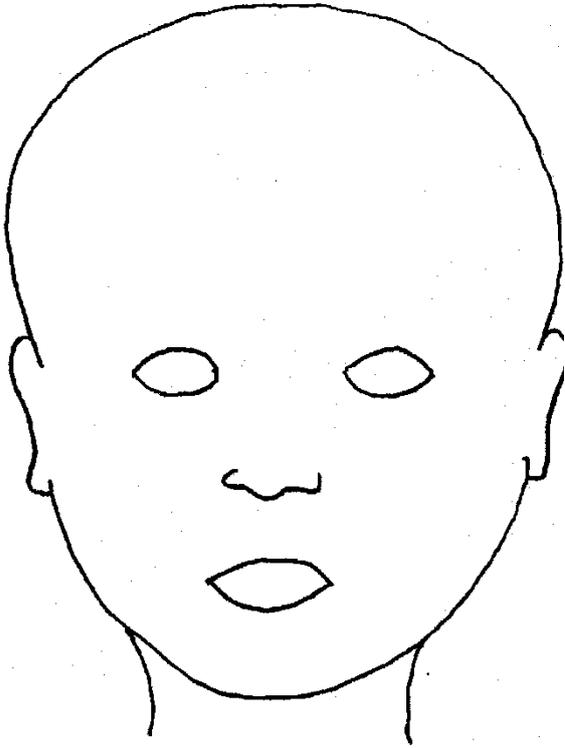


# PAPER BASED BODY MAPS

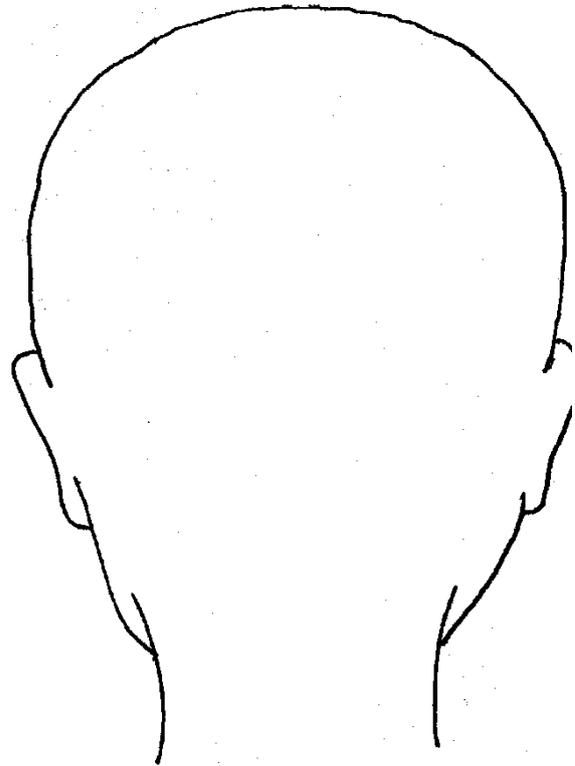
Name of  
Child:

Date of  
observation:

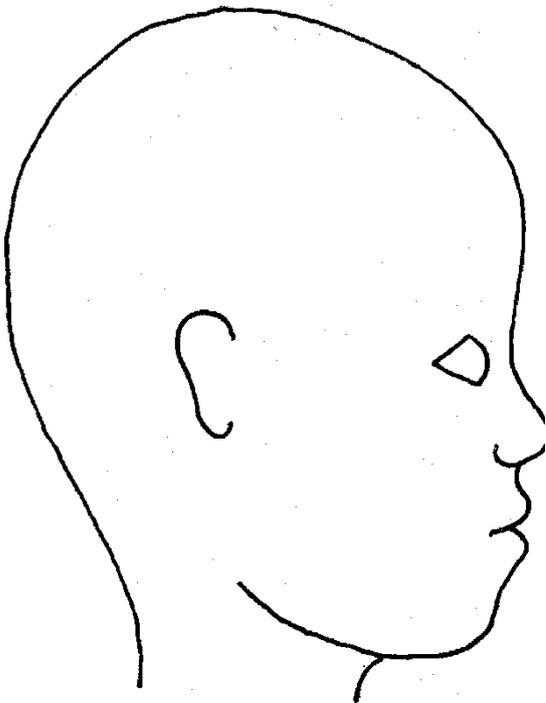
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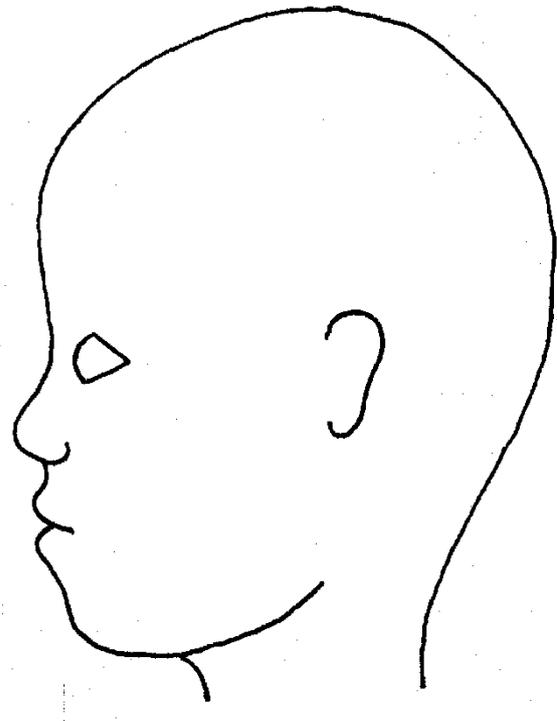
**FRONT**



**BACK**



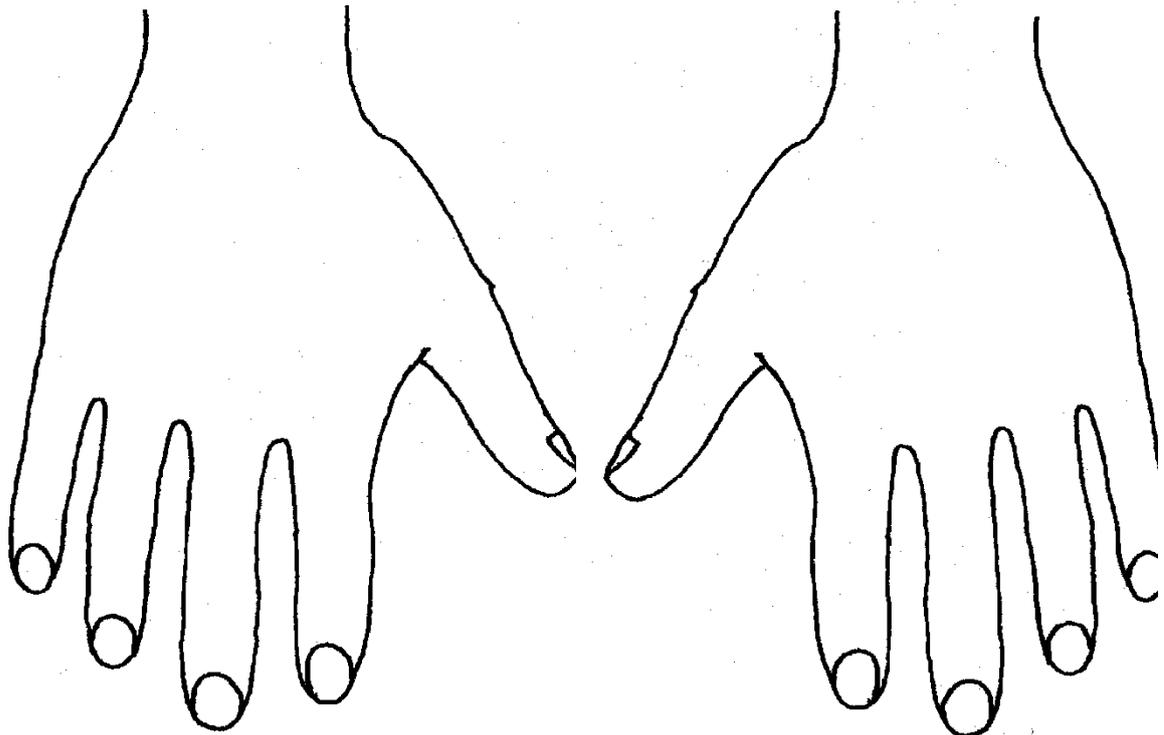
**RIGHT**



**LEFT**

Name of Child: \_\_\_\_\_

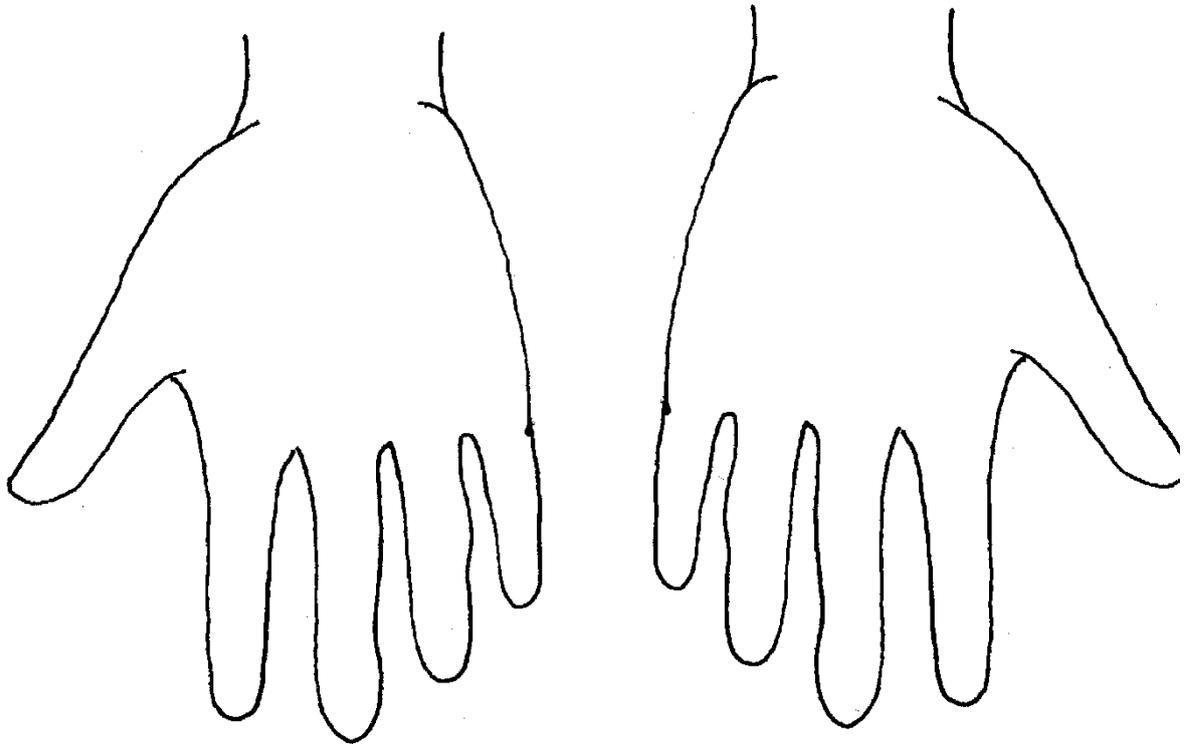
Date of observation: \_\_\_\_\_



R

L

**BACK**



R

L

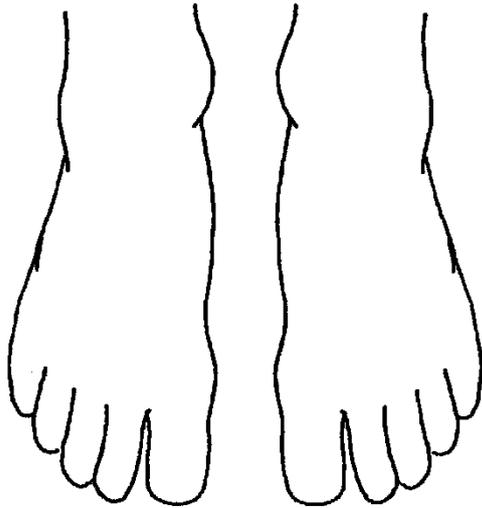
**PALM**

\_\_\_\_\_

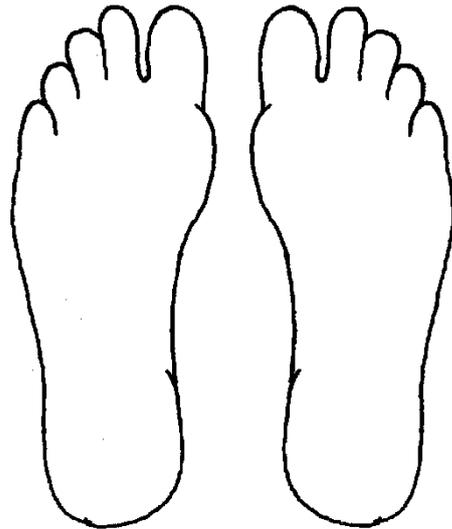
\_\_\_\_\_

Name of  
Child: \_\_\_\_\_

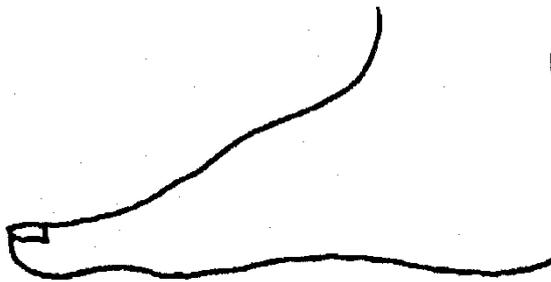
Date of  
observation: \_\_\_\_\_



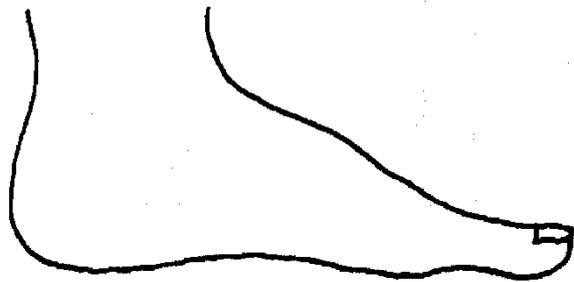
**R      TOP      L**



**R      BOTTOM      L**

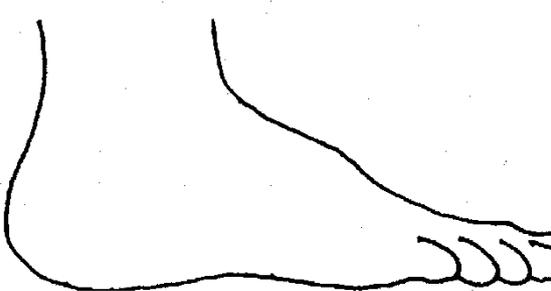


**R**

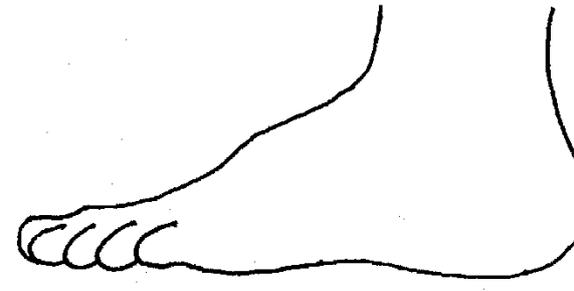


**L**

**INNER**



**R**



**L**

**OUTER**

Printed Name and  
Signature of worker: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Role of Worker \_\_\_\_\_

Other information: \_\_\_\_\_

## Appendix 5

### Female Genital Mutilation Guidance Notes for Staff/Trustees

Female Genital Mutilation is a safeguarding issue; it is student abuse and a form of violence against girls. Local guidance for schools is contained within Guidelines for all agencies within the Nottinghamshire Safeguarding Students Board procedures NSCB procedures FGM. This guidance is based on national non-statutory government guidance (2011) Govt guidance FGM.

A new duty for Teachers to report 'known' cases of Female Genital Mutilation FGM was introduced on the 31st October 2015. If a teacher 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.

FGM is a procedure that includes the partial or total removal of the external female genital organs for 'cultural' or other non-therapeutic reasons.

It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a student abroad to undergo the procedure – Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences; this is the scale of the problem. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of students have the procedure between the age of 5-8 years.

#### **School staff should be alert to the following indicators:**

- The family comes from a community that is known to practise FGM or is less integrated within the community.
- A student may talk about a long holiday to a country where the practice is prevalent.
- A student may confide that she is to have a 'special procedure' or to attend a special occasion.
- A student may request help, directly or indirectly, from a teacher or another adult.
- Any female student born to a woman or has a sister who has been subjected to FGM must be considered to be at risk, as must other female students in the extended family.
- A girl is withdrawn from PSHE/SRE.

#### **In brief the signs that FGM may have occurred are:**

- Difficulty walking, sitting, or standing.
- Spending longer in the bathroom.
- Urinary or menstrual problems.
- Prolonged absence and then noticeable behaviour changes.
- Reluctance to undergo normal medical examinations.
- May confide in a professional but may not be explicit or may be embarrassed.

#### **Where you know or suspect that FGM has occurred:**

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly.
- You have a duty to protect, safeguard and share information.

## Appendix 6



### Existing Injuries Form – Tool to support reflection

The recording of injuries which children have sustained outside of a care or education setting, including the explanation given by the child, their parent or carer, plays a key role in identifying safeguarding concerns. Lessons from Child Safeguarding Practice Reviews tell us that the reflection which takes place alongside the recording is also key, particularly in identifying patterns to injuries.

This tool has been co-designed by practitioners who are dealing with these issues on a day-to-day basis. Whilst it is for each setting to determine how they discharge their safeguarding responsibilities, this tool is being made available to support you in the difficult work you do, with the aim of keeping our children safe.

Are there existing safeguarding concerns or Children's Social Care current or past involvement?	Yes / No Comments:
When was the last injury(ies)?	Date(s) and injury(ies)
Is this part of a pattern?	Yes / No Comments:
Is the explanation consistent with the injury?	Yes / No Comments:
- Is the explanation concerning or are there conflicting explanations?	Yes / No Comments:

- Interpretation of level of risk	Low Medium High
<p>Actions to be taken, either in response to the injury, or to reduce further risk.</p> <ul style="list-style-type: none"> <li>- What, By who, By when</li> </ul>	
Referral to MASH Y/N	
Signed by....	Reviewed by (e.g., DSL) ....
Role....	Date....
Date	

## Appendix 7

### Prevent Duty and Radicalisation

There are now duties imposed on schools under the 'Prevent Duty' CTSA2015. The School must have due regard to the need to prevent people from being drawn into terrorism of the 'Prevent Duty' Guidance issued by the DfE. The link is:

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/the-prevent-duty-an-introduction-for-those-with-safeguarding-responsibilities>

We do:

- Risk assessment - We assess the risk of students being drawn into terrorism. We have clear procedures in place for protecting students at risk of radicalisation.
- Working in partnership - We ensure their safeguarding arrangements
- consider the policies and procedures of the NSCP. We effectively engage with parents.
- Staff training - Staff are trained to identify students at risk of being susceptible to an extremist ideology and the need to prevent people from becoming terrorists or supporting terrorism.
- IT policies - We ensure that students are safe from terrorist and extremist material when accessing the internet in school.

Where we are concerned about individual students there is a referral pathway.

The essence of our policy, however, is that we seek to protect students and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to ISIL, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation.

As a school we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our RE and PHSE curriculum, SEND policy, assembly policy, our SMSC and anti-bullying work, and in our policies for use of the school premises by external agencies and our IT policy.

Visitors to Quarrydale Academy will be managed in line with our Visitors Policy, guest speakers coming into school will never be unsupervised.