



Castle View Enterprise Academy

Child Protection Policy

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SIGNATURES:

Principal	<i>Mrs J. Owens</i>
Chair of Governors	<i>Mrs H. Mottram</i>

Forward.

Castle View Enterprise Academy's whole-school Child Protection Policy provides clarity to all stakeholders (students, parents/carers, staff and Governors) on the necessary, appropriate and immediate action that will be taken in school, in the event that a child is identified at risk of harm or in need of support and intervention. All stakeholders are committed to following these effective procedures to keep student's safe on our Academy.

Children may be at risk of harm by adults including (parents, carers, teachers, professionals, family members, non-family members and strangers) as well as other children (including siblings, extended family members, friends, other children and strangers). They may also face these harms in a variety of contexts including inside the family home, in their communities - or wherever they are involved in external activities, in school and online.

Castle View Enterprise Academy have a committed culture of safeguarding that ensures that all children are provided with appropriate opportunities to seek support from safe adults in school in safe spaces. This means they will feel validated, valued, listened to and supported and that ALL staff will act immediately and respond within the appropriate thresholds and level of intervention to gain the most effective outcome for every individual child. This means ALL staff must exercise professional curiosity in understanding the life-lived experience of all children they come into contact with and report and record it appropriately.

Purpose and Aim.

The purpose of this policy is to adhere to the Children's Act, 1989 and ensure that the safeguarding and welfare of children is paramount. This means acting early to support children to ensure that they get the 'right help at the right time' (Working Together 2023). This means all staff will offer intervention at the earliest opportunity in a proactive approach to prevent escalation. However, where child protection concerns are identified, referrals will be handled sensitively, confidentially and professionally in order to support the child's well-being.

This policy recognises that all forms of harm/abuse including extra familial harm can occur in all communities and contexts (home, school, online and local area) that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to ensure that they feel safe. The whole school culture of vigilance in Castle View Enterprise Academy creates a safe space where children are supported, listened and responded to effectively, as well as valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

The Governing Body are committed within CVEA to keeping children safe by safeguarding and promoting the welfare of children in our care through all of our policies, procedures and practices. We expect all our students, parents and visitors to share this commitment and understanding. We expect all stakeholders to share this commitment.

There are five key elements to CVEA's Child Protection Policy and commitment to keep ing children safe.

1. **Prevention and Interception** – providing a positive culture of vigilance and safeguarding in school through effective teaching, pastoral care and safe adult role models who identify vulnerability and susceptibility in children and seek to prevent future harm by intercepting at the right time (as early as possible) to reduce further risks including but not limited to (harassment, bullying/cyber-bullying, prejudice-based and discriminatory bullying, victimisation, sexual abuse (including sexual harassment/violence and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation (extremism and terrorism) and issues such as 'Honour' - Based Abuse, Female Genital Mutilation and Forced Marriage).
2. **Safeguarding and Protection** - following all necessary safeguarding policies and ensuring that all staff respond appropriately, sensitively and timely to all child protection concerns and that every member of staff has regular training and updates, at least annually, and are supported to refer their concerns to the Designated Safeguarding Lead Grace Woollett or Deputy Designated Safeguarding Lead Emma Goodaire, Jade Coxon, Rhiann Watson, Holl Buchanan and Fiona Duncan or the Integrated Contact and Referral Team on 561 7007 directly **IF NECESSARY**. In certain specific cases such as Female Genital Mutilation (mandatory reporting of FGM from October 2015), radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).
3. **Escalation** – following the local safeguarding partnership threshold guidance and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered and escalated if there remains no improvement to a child's circumstances.
4. **Scaffolding and Supporting** – supporting staff through reflective training to be able to recognise vulnerable children and provide scaffolding and support so that those children achieve their best outcomes.
5. **Timely Record Keeping** – ensuring that all information staff have regarding children's lived experiences and risk of harm are recorded factually, accurately and in a timely manner to ensure the most positive outcomes for children.

Vulnerability and Susceptibility

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school staff will 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 into anti-social or criminal behaviour, including gang

involvement and association with organised crime groups

- is frequently missing/goes missing from care or from home
- 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 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 drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'Honour'- Based Abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child

(KCSIE 2025)

All staff have a responsibility to recognise child abuse, neglect, exploitation and child-on-child abuse in its many forms by exercising professional curiosity at all times. This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children. All staff are also aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Additional guidance on how our school supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2025.

Where the school has created an additional school policy because of any specific area of need, this is to be read in conjunction with this Child Protection Policy.

Broadly the areas taken from Keeping Children Safe in Education, 2025 Annex B, include

- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County Lines
- Children in the court system
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic Abuse
- Homelessness
- Mental Health
- Modern Slavery and the National Referral Mechanism
- Preventing Radicalisation
- The Prevent Duty
- Channel
- Sexual violence and sexual harassment between children in schools and colleges
- Serious Violence
- So called 'Honour' - Based Abuse inclusive of Female Genital Mutilation (FGM) and Forced Marriage.

- FGM
- FGM mandatory reporting duty for teachers
- Forced Marriage
- Additional advice and support

(KCSIE 2025)

Staff are also aware that children may be more susceptible to harm due to their accessibility. This means that they may spend long periods of time unsupervised in any or all of their contexts which can increase the likelihood of them being targets to being groomed or harmed by individuals who are aware of this.

Children with SEND

CVEA recognises that, statistically, children with SEND, behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff will give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed.

Concerns such as changes in behaviour and presentation (both physical and mental), mood or injury will be considered for each individual child and their own circumstances and will not be dismissed. Children with SEND and certain medical conditions are often more prone to peer group isolation than other children and there is greater potential for children with SEND and certain medical conditions being disproportionately impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs. Therefore, time will be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, CVEA will consider extra pastoral support for children with SEND and certain medical conditions.

All staff have a responsibility to recognise child abuse, neglect and peer on peer (child on child) abuse in its many forms by exercising professional curiosity at all times. This means that ALL staff will have a zero-tolerance approach to any unacceptable behaviour including banter and will seek to prevent challenge and act so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. (KCSIE 2025)

AS STATED THE FULL LIST OF ADDITIONAL ADVICE AND SUPPORTIVE HYPERLINKS CAN BE FOUND IN APPENDIX 1 OF THIS POLICY.

These hyperlinks should be accessed in specific cases of vulnerability in each of these areas.

In the event of any of the above issues being recognised, information should be shared directly with the Designated Safeguarding Lead or deputies which will result in the situation being recorded, evaluated and support offered in school or the student/s being referred to specific services.

This policy applies to CVEA's whole workforce.

Legislation, Policy and Practice.

No schools operate in isolation and need to work in collaboration with partner agencies. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. This includes the mandatory reporting of radicalisation and extremism (PREVENT) and Female Genital Mutilation (FGM). The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sunderland Safeguarding Children Partnership, which includes the partnership of several agencies who work with children and families across the city.

CVEA is committed to keeping children safe and safeguarding all children in accordance with Child Protection: **Sunderland Safeguarding Children Partnerships Multi Agency Safeguarding Arrangements (MASA)** www.safeguardingchildrensunderland.com and partner agencies in all cases where there is a concern about significant harm.

Significant harm is defined in the Children Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person.
(Adoption and Children Act 2002)

Local authorities have a duty to investigate (under S47 of the Children Act 1989). Where a local authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. Together for Children through the Integrated Contact and Referral Team undertakes this responsibility on behalf of the Sunderland LA once a referral has been made.

Keeping Children Safe in Education September 2025 contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply. It should be read alongside **Working Together to Safeguard Children 2018** which applies to all schools, including maintained nursery schools. The **Children Act 1989** sets out the legal framework.

Workforce Roles in Keeping Children Safe.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: providing help and support to meet the needs of children as soon as problems emerge and protecting ALL children from maltreatment and abuse inside or outside of the family home; including online; preventing the impairment of children's physical and mental 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. This includes (including (-in addition to the four categories of harm); issues such as sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), child criminal exploitation (CCE), county lines and serious youth violence, child sexual exploitation (CSE), honour based abuse (HBA) inclusive of Female Genital Mutilation (FGM) and forced marriage, preventing radicalisation, (extremism, radicalisation and terrorism), harassment, bullying including cyber bullying prejudice based, discriminatory and victimisation, preventing impairment of children's health (physical and mental 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. This includes everyone under and up to the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at CVEA have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating.

Children can make disclosures or show signs of harm, abuse, neglect or exploitation at any time and to any individual and safeguarding incidents can occur within schools.

Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers it is important that ALL staff:

The workforce must maintain the attitude that 'it could happen here' with regards all safeguarding concerns and by following these key expectations:

1. **Reporting and Recording:** All school staff play a crucial role in safeguarding due to their regular contact with children. They must know and understand the procedures for reporting any concerns of abuse or neglect to the Designated Safeguarding Lead (DSL) or deputies, following it up in written record (CPOMS). All discussions, decisions and reasons for them will be recorded in writing adhering to CVEA Recording and Information Sharing Policy/Procedure. Staff should never let fears of sharing information stand in the way of the need to safeguard and promote the welfare of children. Staff must report any observed or disclosed concerns immediately and should feel confident in doing so. They also have the right to report concerns directly to the Integrated Contact and Referral Team if necessary and the police, in the absence of the DSL or to prevent any delay.

2. **Listening to Children:** Staff will actively listen to children's concerns, valuing their voices, and provide reassurance that the information they disclose will be taken seriously and the right help will be accessed whether this is statutory or non-statutory. Staff should feel confident in reassuring victims that they are being taken seriously and that they will be supported and kept safe, even when 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. Therefore, all staff will ensure that they exercise their professional curiosity and speak to the Designated Safeguarding Lead if they have concerns about a child. This also means considering how best to build trusted relationships with children and young people which facilitate communication and maintaining an attitude of 'it could happen here' in respect of any safeguarding issues and reporting any concerns regarding the behaviour of a child, an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
3. **Whistleblowing:** Staff must raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the Staff Behaviour/Code of Conduct inclusive of 'Low-Level' Concerns.
4. **Training:** Staff are required to undergo comprehensive safeguarding training, including recognition of online safety risks which includes (an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. In addition, all staff will receive updates as required and at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
5. **Online Safety Training:** Staff will ensure that they understand, through online safety training, that technology is a significant component in many safeguarding cases and the additional risks for pupils online and continue to promote the school's Online Safety Policy (Acceptable Use Policy) in the protection of all pupils. This includes the management of internet access via children's own mobile phones or electronic devices that can allow them unlimited access to the internet without any restrictions using their own data allowance (3G, 4G, 5G). It is clear in CVEA's Online Safety Policy/Mobile, Smart Technology/Acceptable Usage Policy/Procedure and Artificial Intelligence Policy, the expectations of all pupils regarding using their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet. This includes not using their mobile phones or smart technology to sexually harass, share indecent images (consensually or non-consensually) and view and share pornography and other harmful content. All stakeholders are aware of the changes in the Online Safety Act 2023 and the new online offences including false communications, threatening communications, flashing images offences, encouraging or assisting serious self-harm, cyber flashing, sharing or threatening to share intimate images and false reporting of child sexual abuse.
6. **Mandatory Reporting:** Staff will ensure from the 1st July 2015 for schools, (or 18th September 2015 for colleges) that under the Counter Terrorism and Security Act, April 2015, that the school has 'due regard' to the need to prevent people from becoming terrorists or supporting terrorism and to assess risk of children and young people being radicalised or drawn into extremism/terrorism (based upon potential risks in local area and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others).

Staff will ensure from October 2015 that there is mandatory reporting to the police in all

- cases where teachers discover that an act of FGM appears to have been carried out.
7. Visitors: Staff will ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.
 8. Collaboration: The school will collaborate with local authorities, social care, and other relevant services to promote child welfare and safety.

The Designated Safeguarding Lead

CVEA has appointed from our SLT Miss G Woollett to be our Designated Safeguarding Lead. She has the overall responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place), a role which carries a significant level of responsibility. The Designated Safeguarding Lead has the appropriate status and authority within the school to carry out the duties of the post and is given the additional time, funding, training, resources and support needed to carry out the role effectively. The Designated Safeguarding Lead will also provide advice and support to other staff on child welfare, safeguarding and child protection matters. Miss Woollett is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children. 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 (KCSIE 2025).

Role of the Designated Safeguarding Lead

At CVEA we have appointed the following Deputy Designated Leads: Mrs J Coxon, ~~Mrs Goodaire~~, Miss Watson, Miss Buchanan and Mrs Duncan. These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

The Designated Safeguarding Leads has a very detailed role, (see below)

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Integrated Contact and Referral Team (0191 561 7007).

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

Availability:

During term time the designated safeguarding lead (or a deputy) should always be available (during academy hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL or deputy is expected to be available in person, via mobile phone or email.

During out of hours or school holidays, the DSL will be available via email or safeguarding

mobile phone- [07718650043](tel:07718650043)

Manage referrals

The designated safeguarding lead is expected to refer cases:

- Of suspected abuse to the Integrated Contact and Referral Team and support staff who make referrals [to the Integrated Contact and Referral Team](#)
- To the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.
- Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Where a crime may have been committed to the Police as required (including Sexual Exploitation (MSET lead) or Female Genital Mutilation and Forced Marriage).

Work with others

- Act as a point of contact with the safeguarding partners (Sunderland Safeguarding Children Partnership).
- Liaise with the Principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirements for children to have an Appropriate Adult (PACE Cod C 2019).
- As required liaise with the case manager (Principal, or where the Principal is the subject of the allegations the Chair of Governors) and the DO at the Local Authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, SENCO and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Liaise with Miss Woollett (Senior Mental health Lead) and, where available, the Mental Health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Working with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.
- Ensure that the school knows who its cohort or children who have or have had a social worker are, understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort.
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on the student's educational outcomes.

Training, Knowledge and Skills

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training. Training should provide Designated Safeguarding Leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care (Together for Children) referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Understand the importance of the role the Designated Safeguarding Lead has in providing information and support to children's social care in order to safeguard and promote the welfare of the children.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and well-being, and what is needed in responding to this in promoting educational outcomes.
- Ensure each member of staff has access to and understands the schools or colleges Child Protection Policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, (Sunderland Safeguarding Partnership) other agencies, organisations and practitioners.
- Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of [Becoming terrorists or supports terrorism](#).
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition, to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The designated safeguarding lead should:

- Ensure each member of staff has access to and understands the academy's Child Protection Policy and procedures, especially new and part- time staff.
- Ensure the academy's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this.
- Link with the Sunderland Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker, are experiencing with teachers and school and college leadership staff.

Providing support to staff

Training should support the Designated Safeguarding Lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- Ensure that staff are supported during the referrals processes;
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, Designated Safeguarding Leads should be supported in developing knowledge and skills to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

Designated Safeguarding Leads should be equipped to:

- Understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary educations, and with the safeguarding partners, other agencies, organisations and practitioners,
- Understand relevant data protection legislation and regulations, especially the Data protection ACT 2018 and the UK General Data Protection Regulation (UK GDPR) and
- Be able to keep detailed, accurate, secure written records of concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the PREVENT program etc.

Child Protection File

- Where children leave the school or college (including in-year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred to the new

school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained.

- Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs, are aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the Designated Safeguarding Lead (or a deputy) should always be available (during academy hours) for staff in the school to discuss any safeguarding concerns.
- Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the Designated Safeguarding Lead, to consider whether in exceptional circumstances availability via phone and or Teams or other such mediums is acceptable.
- It is a matter for individual schools and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Taken from Keeping Children Safe in Education, 2025: Annex C.

In addition, PG: Safeguarding First Ltd recommend as best practice that the Designated Safeguarding Leads:

- Ensure each member of staff has access to and understands the Academy's suite of safeguarding policies particularly the Child Protection Policy and Child on Child Abuse Policy and the Staff Behaviour/Code of Conduct Policy (inclusive of 'Low Level' concern, allegations against staff and whistleblowing) Policy especially new or part-time staff who may work with different establishments.
- Be aware of all academy excursions and residentials and clarify with the educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure that a whole school policy for Induction is in place for all new starters including members of the workforce and volunteers, to induct them thoroughly into all key aspects of their role and responsibility in school across all five bubbles of the PG:SF business model.
- Ensure a whole school policy about managing behaviour effectively is in place to ensure a good and safe educational environment for all children. This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and act so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and provide a safe educational environment for all children. This policy should include bullying/cyber-bullying, prejudiced-based and discriminatory bullying inclusive of measures to prevent all forms of bullying among students. This policy should additionally include the use of reasonable force. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. We will also consider the duties under the Human Rights Act 1998, Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

- Ensure an effective whole school policy against bullying/cyber-bullying, prejudiced-based and discriminatory bullying inclusive of measures to prevent all forms of bullying among students, is in place, as a stand-alone policy but also covered in the Behaviour Policy
- Inform Together for Children of any student to be deleted from school admission register and follow missing from Education protocols
- Inform Together for Children of any student who fails to attend school regularly, or has been absent without school's permission for a continuous period of 10 days or more.

Responsibilities of Castle View Enterprise Academy Governing Body.

The Governing Body or Proprietors at CVEA have strategic leadership responsibility for CVEA's safeguarding arrangements and will ensure that the school complies with its duties under legislation including the obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018 (UK GDPR) and their local multi-agency safeguarding arrangements.

Governing Bodies and proprietors should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Keeping Children Safe in Education, 2025 including confirming that all policies and procedures adopted by the Governing Body or Proprietor (particularly those concerning referrals of cases of suspected abused and neglect) are understood, and followed by all staff. The Governing Body or Proprietor will also ensure that all Governors receive appropriate safeguarding and child protection (including online which amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and **monitoring**) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in CVEA are effective and support the delivery of a robust whole school approach to safeguarding.

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for Castle View Enterprise Academy's safeguarding arrangements.

At CVEA the senior lead Governor for safeguarding is Elouise Leonard-Cross.

The role of this individual is to:

- Ensure that the allocation of additional time, funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge and test its effectiveness.
- Ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that all the Governing Body or Proprietors receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body or Proprietors are aware of the changes to Local Safeguarding Children Partnership arrangements and the need for the school/college to understand their role in effective multi-agency working under the new arrangements.

If the Safeguarding Governor is NOT the Chair of Governors it is important to indicate the role of the Chair in Safeguarding, which is to:

- Ensure that they liaise with Together for Children and/or partner agencies on behalf of the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal or governing body
- Ensure that in the event of allegations of abuse being made against staff (including supply staff, volunteers and contractors) and the Principal, where the Principal is also

the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer (DO). Therefore, ensuring effective whistleblowing procedures are in place.

- Ensure that the appointed member of the Governing Body for Safeguarding holds the Principal to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff receive regular safeguarding and child protection updates including online safety (which, amongst other things includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) (for example, via email, e-bulleting, and staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Governors should also ensure that this training is integrated, aligned and considered as part of the whole academy's safeguarding approach and culture of vigilance.
- Ensure that the school has appropriate filtering and monitoring systems in place to limit student's exposure to potentially harmful and inappropriate online material. This includes ensuring that an effective whole school approach to online safety is in place to empower the school to protect and educate pupils, students and staff in their use of technology and establish mechanisms to identify, intervene in and escalate any concerns where appropriate. This is also confirming that staff, pupils and visitors to their site follow CVEA's Acceptable Use Policy/Online Safety Policy (which reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (3G,4G and 5G). Governors will also ensure that this is regularly reviewed and risk assessed to keep up with evolving cyber-crime technologies and that parents and carers are communicated with to reinforce the messages of children staying safe online (inclusive of online sites that children access and who, from the school, they talk to online, for example remote education).
- Ensure that children are taught about safeguarding, keeping themselves and others safe, including online safety through Relationships Education (Primary) or Relationships and Sex Education (Secondary) and that this approach to teaching is tailored to meet the specific needs and vulnerabilities of individual children and how they identify, including children who are victims of abuse, children with special educational needs or disabilities and children who identify as lesbian, gay, bi or trans (LGBT).
- Ensure that a Designated Teacher is appointed to promote the educational achievement of looked after children, including working with the Together for Children virtual school Principal and discuss how student premium funding for looked after children will be used.
- Ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensure their Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect for children with Special Educational Needs. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- Ensure that where children may need to learn online at home, there are clear, safe and effective protocols and provisions in place.

- Ensure that where school or college premises are rented to hired to organisations or individuals that have appropriate safeguarding and child protections policies and procedures in place to keep children safe and that appropriate liaison occurs between organisations and school on any safeguarding matters. Guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and college should expect these providers to have in place.

Artificial Intelligence

At CVEA , all stakeholders are committed to the safe use of artificial intelligence and there is an AI Policy in place. Although there are clear benefits in the use of AI there are also clear risks including exposure to inappropriate content and bias, misuse of AI to deceive, harm or blackmail and data privacy breaches.

In the event that evidence suggests that a child is at risk of harm from inappropriate or unacceptable use of Artificial Intelligence, all stakeholders must follow this Child Protection Policy (if exposed to risk within the family home) or the Child-on-Child Abuse Policy (if exposed to risk from a peer). In both circumstances notification to the Designated Safeguarding Lead must occur in the first instance, followed by a fact-based record using the school's CPOM's system/recording system. Parents will be informed of any concerns, unless by doing so the child would be placed at further risk of harm.

Following any recorded incidents, a full review of the school's AI Policy and procedures will be instigated and appropriate actions/changes will be made.

Information for Parents

At CVEA, Governors and staff are committed to safeguarding and promoting the welfare of the students/children in our care and will take any reasonable action to safeguarding their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Sunderland Safeguarding Children Partnership.

Multi Agency Safeguarding Arrangements (MASA) and inform the Integrated Contactand Referrals Team or police of their concern.

Procedures

The Designated Safeguarding Leads (or deputy DSLs) will be informed immediately by an employee of the academy, student of the academy, parent of the academy or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed.

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child).

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

Working Together 2018 defines the categories of harm as:

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.

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 as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

*The sexual abuse of children by other children is a specific safeguarding issue (also known as Child on Child abuse) in education and ALL staff should be aware of it

** It is more likely that girls will be victims and boys' perpetrators, but all child on child abuse is unacceptable and will be taken seriously.

Emotional Abuse

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

Children potentially at greater risk of harm

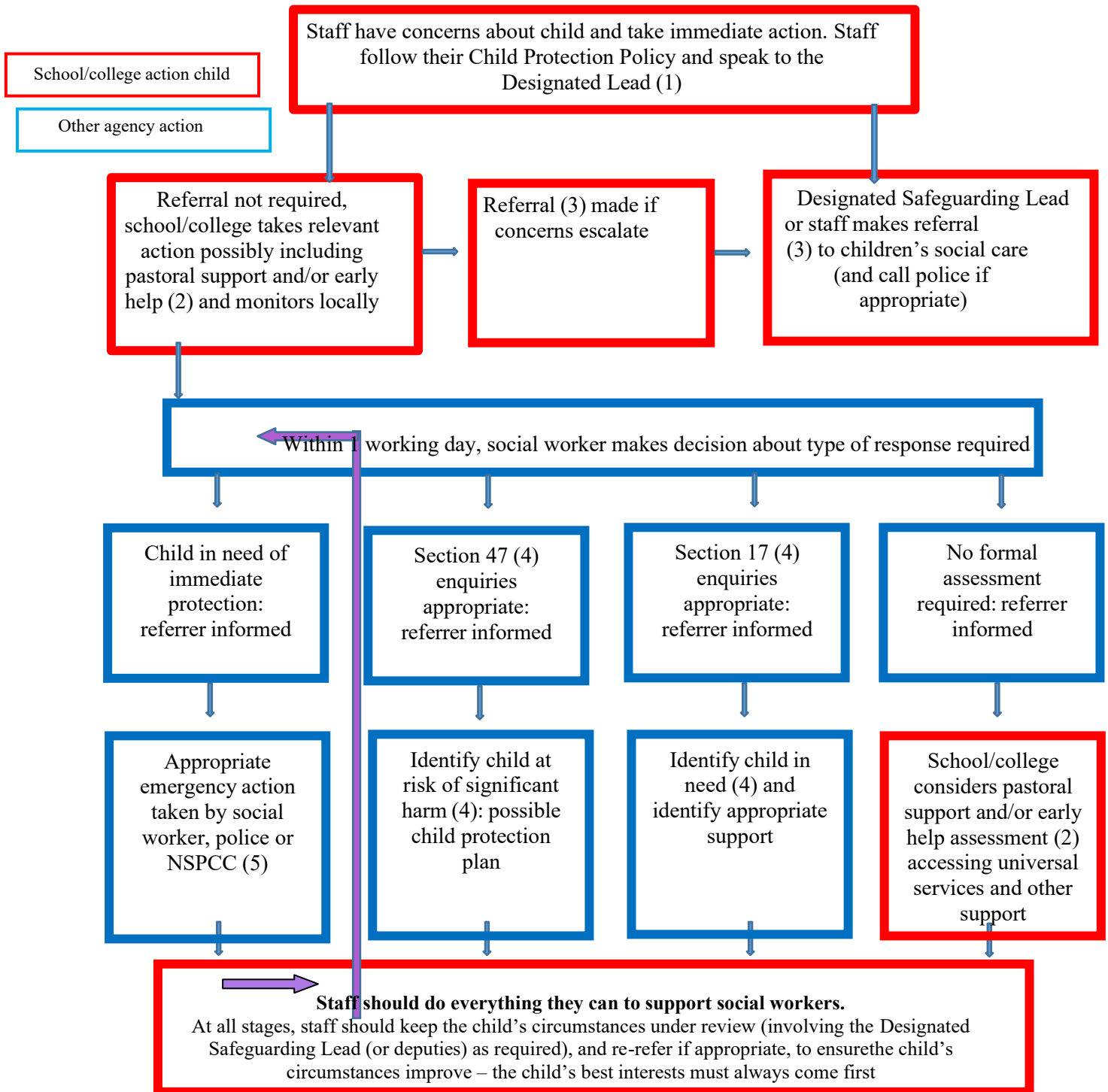
Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities (Together for Children) and schools and colleges to safeguard and promote the welfare of children.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Staff should be aware that experience and indicators for girls who are criminally exploited can be very different to boys but for both boys and girls being criminally exploited they maybe at higher risk of sexual exploitation. Staff should also be aware of the indicators that signal a child at risk from or involved in serious violent crime. For example, being missing from education, changing friendships, a decline in school performance, self-harming and unexplained gifts and possessions. Staff should be able to recognise the risk factors that increase the likelihood of involvement in serious violence, such as being male, unexplainable and/or persistent absences from education being absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Integrated Contact and Referral Team, if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Principal will be kept informed at all times.

From KCSIE 2025

Actions where there are concerns about a child



1. In cases which also involve a concern or allegation of abuse against a staff member, see Part Four of KCSIE 2025.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#)
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#)
5. This could include applying for an Emergency Protection Order (EPO)

Safe Schools/Safe Staff

Governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:

Whistle blowing/confidential reporting

CVEA's whistleblowing/confidential reporting policies provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Management of a safeguarding concern or allegation about an adult that does or does not meet the harm threshold:

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children, then this should be referred to the Principal; where there are concerns/allegations about the Principal, this should be referred to the chair of governors, and in the event of concerns/allegations about the Principal where the Principal is also the sole proprietor of an independent school, this should be reported directly to the Designated Officer(s) at the local authority.

Consultation without delay with the Designated Officer – Danielle Palmer, Tel: 0191 5617110 or 07584272413 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Principal/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

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Where this concern does not meet the harm threshold, all staff should continue to follow their staff behaviour/code of conduct inclusive of 'low-level' concerns policy and share information with the Principal. This concern may be where an adult's behaviour is inconsistent with the staff code of conduct, including inappropriate behaviour outside of work but does not meet the allegation threshold.

Training and Support

All staff members should be aware of the systems within CVEA which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; the peer on peer abuse policy; The Behaviour Policy (which should include measures to prevent bullying, include cyber-bullying, prejudice based and discriminatory bullying); The staff behaviour and code of conduct (inclusive of low-level concern), allegations against staff and Whistleblowing) Policy, The Safer Working Practice Document, the safeguarding response to children who go missing from education and the role and identity of the Designated Safeguarding Lead and their deputies.

All staff members should also receive appropriate safeguarding and child protection training (including online safety) which is regularly updated. Our CPD for staff is integrated, aligned and considered as part of our whole school safeguarding approach, wider staff training and

curriculum planning. The governing body will decide the frequency and content of this CPD. At CVEA our whole school training is held every two years.

In addition, all staff members receive regular safeguarding and child protection updates via staff meetings, emails or internal CPD as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of, the Child Protection Policy.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or Deputies) and Local Authority children's social care CVEA recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Sunderland Safeguarding Children Partnership Multi Agency Safeguarding Arrangements (MASA).

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Record Keeping

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

Well-kept records are essential to good safeguarding practice. CVEA is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All records include, a clear and comprehensive summary of the concern, details of how the concerns has followed up and resolved and a note of any action taken, decisions reached and the outcome (Purpose, Action and Outcome). All staff will follow the academy's information sharing and recording policies to ensure recording keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines and information regarding children who have required statutory intervention at any point in their school career will automatically be shared with a receiving school. This is to ensure that all children are given the right support and intervention and information is shared strictly on a need to know basis.

Safeguarding recording within CVEA is held electronically through a secure management system of CPOMS and through a paper-based system and all staff have received training in the recording expectations and retention. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. At CVEA we started electronic recording from November 2017. All recording prior to this is in paper format. Retention guidelines are followed accordingly.

Attendance at Safeguarding Conferences

In the event of CVEA being invited to attend child protection conferences, the Designated Safeguarding Lead (or deputies), will represent the school and/or identify the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review). In the event that those staff members cannot attend a report will be submitted and apologies made.

Supporting Children

CVEA recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. CVEA may be the only stable, secure and predictable element in the lives of some of the children in its care. The academy, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner, we work closely with the Operation Encompass Lead with regards to domestic violence incidents and offer wellbeing checks to our students if we are contacted following an incident which has occurred in one of our student's homes.

CVEA also recognises that children are capable of abusing other children. Child on child abuse can take many forms and any concerns raised will be investigated as part of our academy's zero tolerance approach to unacceptable behaviour. No child on child abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those students who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See Child on Child Abuse policy for detailed information.

Therefore, CVEA will endeavour to support all its students through a clear set of values and standards upheld and demonstrated throughout all aspects of school life:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The academy ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum that provides preventative education which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety both on and off line. This can include topics covered as part of Relationships, Relationships and Sex and Relationships Education and Health Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime. Such a curriculum will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities) and will include; healthy and respectful relationships; boundaries and consent; stereo typing, prejudice and equality; body confidence and self-esteem; how to recognise an abusive relationship, including coercive and controlling

behaviour; the concepts of, and laws relating to-sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'Honour'-Based Abuse such as Forced Marriage and Female Genital Mutilation (FGM) and how to access support and; what constitutes sexual harassment and sexual violence and why these are always unacceptable.

- A whole school approach to online safety that considers the four areas of risk: Content; being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism. Contact; being subjected to harmful online interaction with other users; for example, child to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial and other purposes. Conduct; personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying). Commerce: risks such as online gambling, inappropriate advertising, phishing and financial scams.
- A coherent management of behaviour and Discipline Policy & Procedures inclusive of the Use of Reasonable Force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group
- whose role it is to respond appropriately in all safeguarding situations.

CVEA recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must consider children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental) must be considered for each individual child and their own circumstances and must not be dismissed.

Children with SEND and certain medical conditions are often more prone to peer group isolation than other children and there is greater potential for children with SEND and certain medical conditions being disproportionately impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND and certain medical conditions.

CVEA also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related academy policies. These include:

- **Robust School Recruitment and Selection policy** - inclusive of safer recruitment guidance and regulation for example a **single central record** which demonstrates the pre-employment checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check (for management positions) and supervision of those who don't meet this requirement).
- Clear recruitment procedures which embeds safeguarding across every aspect from vacancy to conditional appointments, induction and an on-going safeguarding culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2025 and Working Together 2018. At CVEA as an academy we share this commitment.
- Schools Human Resources manual or policies and procedures.
- Staff Behaviour Policy (code of conduct) inclusive of 'low level' concerns, allegations against staff, Whistleblowing Policy and Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, 2022. CVEA will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The school will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- **Behaviour Policy** - inclusive of the Use of Reasonable Force/positive handling and confiscating and searching.
- **Anti-Bullying Policy.**
- **Online Safety Policy** - inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting and appropriate filtering on school devices and school networks).

- **Remote/Home Learning Policy** inclusive of all expectations for children learning at home.
- **Inclusion & Special Education Needs Policy.**
- **The Schools Educational Visits/Off Site Policy** - (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or students being creatively educated.
- **Child on Child Abuse Policy.**
- **Mental Health and Wellbeing Processes and Procedures**
- **Photographic & Digital Imagery Policy** - with parental consent forms annually signed.
- **Administration of Medicines Policy** - and procedures with trained staff who manage this.
- **Students with Medical Needs Policy** - and implications for your workforce, students and partnership with parents.
- **Attendance Policy** - school management for attendance including children being absent from education for prolonged periods and/or repeat occasions (unexplainable and/or persistently absent) and the partnership with Together for Children in reporting children missing from education and those deleted from the school's admission register. This includes the need for two emergency contact details for every student, where possible. This incorporates children missing in education.
- **Complaints Policy.**
- **Allegation Management Policy.**
- **Confidentiality and Whistle Blowing Policy.**
- **Information Sharing Policy** - (internal and external exchange of information)
- **Cared for and Previously cared for Children Policy** - inclusive of named LA teacher whose role is to champion the achievement of CfC/PCfC in your schools and work closely with the Designated Safeguarding Lead and the Virtual Head Teacher within Together for Children who has responsibility for the CfC/PCfC.
- **Intimate Care and Care Plan Policy** - inclusive of procedure to support students who have an accident and either wet, soil or menstruate and need assistance.
- **Spiritual, Moral, Social and Cultural Curriculum** - inclusive of Female Genital Mutilation, Domestic abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.
- **Relationship and Sex education (RSE) Policy (Secondary)** inclusive Health Education content.

This template was originally developed by members of CAPE (The National Group of Education Leads for Safeguarding and Child Protection across the North West/East), Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional need. Between 2014-2025 this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools in light of the new statutory DfE guidance Keeping Children Safe in Education.

It has been informed by the following legislation and national & local guidance:

Apprenticeships, Skills, Children and Learning Act 2009 (as amended)

<https://www.legislation.gov.uk/ukpga/2009/22/section/ZA2>

Children Act 1989/2004 <http://www.legislation.gov.uk/ukpga/2004/31/contents>

CP Referral Form

<https://togetherforchildren.org.uk/professionals/integrated-contact-referral-team>

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Early help Referral Form

www.togetherforchildren.org.uk/professionals/early-help

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Education and Training (Welfare of Children) Act 2021

<https://www.legislation.gov.uk/en/ukpga/2021/16/enacted>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

General Data Protection Regulations, 2018

https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

Information Sharing: Advice for Practitioners providing safeguarding services

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Keeping Children Safe in Education ~~2023~~2024

[https://www.gov.uk/government/publications/keeping-children-safe-in-education-- 2](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

Keeping children safe in out-of-school settings

<https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice>

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Public Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

School attendance: Guidance for schools

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Sunderland Safeguarding Children Partnership

www.safeguardingchildrensunderland.com

Working together to safeguard children HM GOV (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance.

This policy must be ratified by the governing body signed/dated by both the Principal and Chair of the Governing Body.

Appendix 1

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Children & the court system	Advice for 5-11-year olds witnesses in criminal courts	MoJ Advice
	Advice for 12-17 year olds witnesses in criminal courts	MoJ Advice
	Child arrangements information tool	
Children missing from education, home or care		
Children with family members in prison	National information centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) Advice
Child Criminal Exploitation (CCE)		
Child Sexual Exploitation (CSE)	Child sexual exploitation: definition and guide for practitioners	Department for Education
County Lines	Criminal exploitation of children and vulnerable adults: county lines	Home Office
Domestic Abuse		
Operation Encompass	Operation Encompass Website	
National Domestic Abuse Helpline	NSPCC – UK domestic-abuse Signs Symptoms Effects Refuge – what is domestic violence/effects of domestic violence on children Safe Lives: Young people and domestic abuse	
Homelessness	Homeless Reduction Act Factsheets Homelessness Reduction Act: policy factsheets	Ministry of Housing, Communities & Local Government

So-called 'honour-based' abuse (inc FGM & Forced Marriage)	Mandatory reporting of female genital mutilation procedural information FGM Fact Sheet Forced Marriage statutory guidance Forced Marriage multi-agency guidelines	Department for Education & Home Office
Preventing Radicalisation	Government's Counter Extremism Strategy Revised Prevent Duty Guidance for England & Wales Terrorism Act 2000	Home Office
The Prevent Duty	Prevent duty guidance: for England & Wales Prevent duty guidance: for further education institutions	Home Office
Channel	Channel Guidance Prevent Duty Prevent awareness e-learning Prevent referrals e-learning Channel awareness e-learning Educate Against Hate Prevent for FE & Training	Home Office Home Office Channel Awareness Educate Against Hate Education & Training Foundation
Peer on peer/child on child abuse		
Sexual violence and sexual harassment between	Sexual Offences Act 2003 What is consent? PSHE Teaching about consent	Disrespect Nobody PSHE Association

children in schools & colleges	Project deSHAME What to do if you're worried a child is being abused Domestic abuse: Various Information /Guidance Faith based abuse: National Action Plan Relationship abuse: disrespect nobody	Childnet International DfE Home Office DfE Home Office
Bullying	Preventing and Tackling Bullying Cyber bullying: advice for Principals and school staff	DfE DfE
Children missing from education, home or care	Children missing education Child missing from home or care Children and adults missing strategy	DfE DfE Home Office
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's & HM Prison & Probation Service
Child Exploitation	Trafficking: safeguarding children	DfE & Home Office
Drugs	Drugs: advice for schools Drug strategy 2017 Information and advice on drugs ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	DfE & ACPO DfE & ACPO Talk to Frank Mentor UK
'Honour Based Abuse' (so called)	Female genital mutilation: information and resources	Home Office

	Female genital mutilation: multi agency statutory guidance	DfE, DH & Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children Rise Above: Free PSHE resources on health, wellbeing and resilience Medical-conditions: supporting students at school Mental health & behaviour	DfE, DH & Home Office Public Health England DfE DfE
Homelessness	Homelessness: How local authorities should exercise their functions	Ministry of Housing, Communities & Local Government
Online	Sexting: responding to incidents and safeguarding children	UK Council for Internet Safety
Private fostering	Private fostering: local authorities	DfE
Radicalisation	Prevent duty guidance Prevent duty: additional advice for schools Educate Against Hate website Prevent for FE & Training	Home Office DfE DfE & Home Office Education and Training Foundation
Upskirting	Upskirting know your rights	UK Government
Violence	Gangs and youth violence: for schools & colleges Ending violence against women and girls 2016-3030 strategy Violence against women and girls: national statement of expectations for victims Sexual violence and sexual harassment between children ins schools and colleges	Home Office Home Office Home Office DfE
	Serious violence strategy	Home Office