Safeguarding Children and Young People in Education

Child Protection and Safeguarding Policy and Procedures

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Policy Author:	Eve Bartlet – Director of Education
Ratified by:	Fitri Brock - Proprietor

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This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, Safeguarding and Child Protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Helm Academy documentation, including particulars of employment, it is non-contractual.

Policy Issues and Updates

Version Number	Created/ Reviewed/ Amended By	Date Created/ Reviewed/ Amended	Comment	Next Review Date
1	E. Barlet	March 2026	Written – New framework guidance	01/09/2026
2	E. Barlet	July 2026	KCSIE 2026 updates	01/09/2027

Policies are reviewed every year as a minimum. However, where there are changes to legislation/guidance or in response to recommendations from any significant incidents, a review of the policies will take place immediately. Key Safeguarding policies are reviewed annually as a minimum.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Contents

1. Mission Statement 4
2. Key Contact 6
3. Aims 7
4. Introduction This policy aligns with KCSIE (latest) and Working Together (latest). Safeguarding decisions follow: Concern → Record → DSL Review → Threshold → Action → Review. 7
5. Legal Framework The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together. 10
- Nudes & semi-nudes in Schools and Colleges (UK Council for Child Internet Safety (UKCCIS)) 11
6. Roles and Responsibilities 12

Filtering and Monitoring Review 41

7. Types of Abuse, neglect and exploitation 42

Safeguarding Issues 50

8. Curriculum 57
9. Parents/Carers 57
10. Training Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture. 57
11. Data Protection 58
12. Equality 59
13. Procedures 59

Acceptable Internet Use and Agreement 59
Administering Medicines 60
Advocates and Independent Visitors 61
Allegations against School Staff (See Annex 1) 63
Anti-Bullying 63
Anti-Cyber Bullying 65
Alternative Provision 66
Behaviour Policy Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed. 66
Child Sexual Exploitation 68
Child Gone Missing on or Off Site 69
Child Missing Education 71
Dealing with Sexual Harassment and Sexual Violence 72
Educational Visits 75
Educational Visits and Terrorist Incidents 76
Hygiene 80
Intruders 81
Knife Crime 82
Looked After Children 83
Manual Handling 84
Medical and First Aid 85
Mobile Phone Safety and Acceptable Use 86
Photographic and Video Images 87

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Positive Handling (Restraint of Pupils or students) 88
Prevent Duty - Dealing with Extremism and Radicalisation 89
Pupil Absence on Medical Grounds 90
Pupil Behaviour Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed. 91
Safe Physical Contact with Pupils or students 92
School Based Counselling 94
School Staff Code of Conduct 95
Self-Harm 96
Sharps, Blades, Needles, and Syringes 97
Sick Child 98
Staff Confidentiality 99
Supervision of Pupils or students 100
Supporting Pupils or students with Long-Term Medical Conditions 101
Vulnerable Children 102
Visitors and Contractors 103
Whistleblowing 103
Safeguarding and Child Protection arrangements for school closure due to COVID-19 104
14. Training Helm Academy Ltd Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture. 106
15. Raising Awareness of this Policy 107
16. Equality Impact Assessment 107
17. Monitoring the Implementation and Effectiveness of the Policy 108
Appendix 1 - Dealing with Disclosure 109
Appendix 2 - Procedure for dealing with Safeguarding Children Concerns 110
Appendix 3 - Procedures for Managing Allegation Against Staff 112
Appendix 4 - Procedure for dealing with Child-on-Child abuse, Sexual violence and sexual harassment 117
Appendix 5 - Procedures for dealing with incidents of Nudes & semi-nudes 118
Appendix 6 - NSPCC guidance on child protection records retention 120
Appendix 7 - Allegations of professional abuse process 122
Appendix 8 - Helm Academy Ltd Safeguarding Reporting Process 124
18. Cross Reference 125
19. Additional advice and support 126
Safeguarding Assurance and Governance Framework 137

Helm Academy
EMPOWERING MINDS. NAVIGATING FUTURES

1. Mission Statement

Helm Academy is part of Helm Academy Ltd. Helm Academy Ltd is an organisation with social purposes that seeks to transform the lives of children and young people who have experienced complex trauma and abuse. Helm Academy Ltd approach is grounded in the lived experience of the children and young people we support and by valuing their contribution. As experts from experience, Helm Academy Ltd ensures the services they receive is personal to them.

Our mission statement is supported by Helm Academy's Essential Standards that sets out the organisation's commitment to safeguarding and promoting children and young people's welfare:

Essential Standards

- **Individualised care** - Children and young people will receive care and support that is tailored to meet their specific needs and any diverse needs.

- **Dignity and respect** - Helm Academy, will ensure children and young people have privacy when needed and appropriate, are treated as equals, are given appropriate support to help them to be independent to fulfil their potential, and to be involved in their respective local communities.

- **Equality** - Helm Academy, is an inclusive organisation that works hard to ensure that children and young people are safeguarded and have the same protection regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. Helm Academy is committed to anti-discriminatory practice. In so doing, Helm Academy, recognise the additional needs of children from minority ethnic groups and disabled children including the barriers they face.

- **Safety** –Helm Academy, will ensure that appropriate safeguarding practice is in place so that children and young people do not receive unsafe care or treatment or be put at risk of any potential harm. A robust risk assessment strategy will be in place to minimise harm during activities and delivery of education, care and support. Helm Academy will also ensure staff have the appropriate knowledge, qualifications, experience, competence, and skills to keep children and young people safe.

- **Safeguarding from abuse** - Children and young people have an absolute entitlement to receive education, care and support without suffering any form of abuse or improper care. This includes disproportionate restraint, unnecessary or inappropriate restrictions on freedom, bullying, neglect and free from abuse from their peers, carers and all professionals involved in their education.

- **Complaints –** Helm Academy, will ensure that the systems in place for handling complaints are followed by staff to make sure that all complaints are monitored and considered seriously, handled, and responded to sensitively. Complaints investigation will be comprehensive and conducted in a timely manner including informing the complainant about the outcome of their complaint. Any areas for learning will be identified and discussed so that appropriate action can be taken.

- **Whistleblowing -** Helm Academy, have a robust whistleblowing policy and staff have a duty of care to raise and report concerns. It is known by all staff and is supported by staff training. We encourage the active reporting of any concerns raised by our staff, our children, and young people and third parties and we ensure that all such concerns are addressed in a timely manner. Any

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

learning from such reports will be embedded into continuing professional development and will inform professional practice. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- **Good governance** - Helm Academy has an Independent Safeguarding and Quality Improvement Committee to ensure that a robust governance framework is in place, including scrutiny and oversight of internal and external service audits. Good governance will help to improve the delivery of services, as well as identify and minimise risk to children and young people's health, safety, and wellbeing.

- **Legislative framework –** Helm Academy, will ensure that it complies with regulatory standards, regulations and government guidance that underpins its services relating to schools in England.

- **Staffing –** Helm Academy, will ensure that its staff comply with these essential standards through appropriate levels of support, culturally appropriate training and supervision that is reflective, empowering, and insightful to effectively assist them in their role. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- **Fitness to practice -** Helm Academy, will seek to recruit and retain a staff team that can evidence their competence, knowledge, and professional practice to provide safe and appropriate care in line with their roles and responsibilities.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

2. Key Contact

The following are important names, telephone numbers and emails that must always be kept up to date:

Safeguarding Contacts	Name	Phone No.	Email
Designated Safeguarding Lead	Eve Bartlet	0113 350 2208	e.bartlet@helmacademy.co.uk
Designated Safeguarding Lead	Kaz Birk	0113 350 2208	k.birk@helmacademy.co.uk
Director of education	Eve Bartlet –	0333 3584 485	e.bartlet@helmacademy.co.uk
Managing Director	Fitri Brock	0333 3584 485	f.brock@helmacademy.co.uk
Local Authority Designated Officer (LADO)	Duty team	0113 3789 687. 0113 247 8653	LADO@leeds.gov.uk
Out of Hours Social Services	On duty team	0113 535 0600	lado@leeds.gov.uk
Leeds Safeguarding Children Partnership	Emergency Duty Team	During office hours (9.00am – 5.00pm) call the Duty & Advice Team on 0113 376 0336 (select option 4 to speak to a Social Worker) Out of office hours (evenings, weekends and bank holidays) call the Children's Emergency Duty Team (EDT) on 0113 5350600.	
Police/Prevent Officer Local Area/Policy Community	Nadeem Siddique – Prevent Coordinator Julie Holden – Prevent Education Officer	01132413386 01135350810 01135350976 07712215824 0800 011 3764	prevent@leeds.gov.uk
Person to contact regarding concerns about the Head of school	Eve Bartlet	0333 3584 485	e.bartlet@helmacademy.co.uk
NSPCC Whistle-blowing Helpline	0800 028 0285		
Urgent child protection concerns should be discussed directly	members of the public should contact Children's Social Work Service on tel: 0113 222 4403 between 8.30am and 5pm practitioners involved with the child or family should contact the Duty and Advice team on tel: 0113 376 0336 between 8.30am and 5pm outside of these office hours, practitioners should contact the Children's Emergency Duty team on tel: 0113 535 0600		

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

3. Aims

- To have in place a Safeguarding and Child Protection policy and related policies that outline clear procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of all children.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice to improve this policy.
- To make sure that any kind of abuse to children will not be tolerated

We are aware that the Proprietor should ensure there are appropriate policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.' **(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE))**

4. Introduction This policy aligns with KCSIE (latest) and Working Together (latest). Safeguarding decisions follow: Concern → Record → DSL Review → Threshold → Action → Review.

Helm Academy is proud to operate a child centre and coordinated approach to safeguarding. Helm Academy staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned, and they should act immediately and not assume a colleague or another professional will take action. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing 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; and taking action to enable all children to have the best outcomes.

All concerns, discussions and decisions made, as well as the reasons for those decisions, should be recorded in writing. Clear records will also help schools respond to any complaints.

If staff have allegations or concerns about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children, this should be referred to the Head of School. If the concern is about the Head of School, it should be reported to the Managing Director.

If they have concerns about safeguarding practices within their school, staff should raise the issue with the SLT or follow other whistleblowing channels if necessary.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

At all times, the school acts in the best interests of the child and will take action to enable all children to have the best outcomes. Our school creates a culture of safety, equality, and protection, through a culture of listening to children and young people.

Helm Academy has, and continues, to take advice from Government sources as regards Covid 19 and has created a risk assessment plan to mitigate against (as much as is reasonably possible) transmission. Helm Academy is committed to delivering PSHE sessions weekly to support emotional health.

We believe **Safeguarding** is the policies and practices that we employ to keep children safe and promote their well-being. Safeguarding includes governance; security of the school buildings and grounds; safe recruitment of staff; SEN and inclusion; e-safety; health and safety; curriculum; attendance and punctuality; and all school policies.

We believe **Child Protection** is the activity that is undertaken to protect children who are suffering or likely to suffer significant harm.

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents **'Working Together to Safeguard Children' and 'Keep Children Safe in Education DfE: Statutory Guidance for Schools and Colleges (DfE)'** as the safety and protection of children is of paramount importance to everyone in this school and we work hard to create a culture of vigilance. At all times we will ensure what is best in the interests of all children.

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment whether that is within or outside the home, including online.
- preventing 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.

(Keep Children Safe in Education: Statutory Guidance for Schools and Colleges)

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils or students and school staff, training for school staff and with working with parents/carers. We teach all our children about safeguarding. We acknowledge that safeguarding is an ever-developing picture and that is a statutory requirement to keep up to date with new information in order to understand the risks that children are facing. Therefore, we are constantly reviewing safeguarding in order to ensure that we are doing enough to keep children safe by reviewing policy and training, the curriculum, mechanisms for disclosure, pupil voice and our safeguarding culture. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

We understand that 'safeguarding is what we do for all children, whilst child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.'

We work hard to ensure that everyone keeps a careful watch throughout the school and in everything we do for possible dangers or difficulties. *We always want all children to feel safe*. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

We are particularly alert to the potential need for **early help** for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether they have a statutory education, health, and care plan).
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- is frequently missing/goes missing from education, care or from home.

Helm Academy
ELEVATING FUTURES

- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is misusing drugs or alcohol themselves.
- is at risk of modern slavery, trafficking, sexual and/ or criminal exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has a parent or carer in custody or is affected by parental offending.
- is at risk of honour-based abuse such as female genital mutilation (FGM) or forced marriage
- persistent absence from education (including absences for part of the day)
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- Children requiring Mental Health Support
- Children who are LGBTQ+
- Is in a setting where there is domestic abuse
- being subjected to harassment, violence, and or abuse, may breach children's rights, as set out in the Human Rights Act.
- Is privately fostered child.

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible.
- experiencing good quality education opportunities.
- living in a safe environment.
- learning and working in a safe environment.
- experiencing emotional wellbeing.
- feeling loved and valued.
- receiving support from a network of reliable and affectionate relationships.
- learning to look after themselves.
- coping with everyday living.
- having a sense of identity and a positive image of themselves.
- developing their confidence and their interpersonal skills.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

We recognise that the safety and protection of pupils or students is the responsibility of all **school staff** as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

Family Help Framework (KCSIE 2026)

Helm Academy recognises the Family Help framework and the importance of providing support as soon as needs emerge. Staff will identify children who may benefit from Universal Services, Community-Based Early Help, Targeted Family Help or Statutory Intervention. The school will work collaboratively with safeguarding partners and other agencies to ensure support is provided at the earliest opportunity to prevent concerns

escalating. Referrals will be made promptly where a child or family would benefit from additional services and support.

5. Legal Framework The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.

There have been many changes in legislation and statutory guidance in recent years. This includes the Children Act 2004, which, under section 11, places a duty on local authorities and agencies to ensure that they consider the need to safeguard and promote the welfare of children and young people when undertaking their function and delivery of services. Most recently the introduction of the Children and Social Work Act 2017 dis-established Local Safeguarding Children's Boards and introduced a new safeguarding framework. Working Together to Safeguard Children, statutory guidance covers the legislative requirements and expectations on individual services to safeguard and promote the welfare of children and young people; and set out a framework for Safeguarding Partnerships, as reference in Keeping Children Safe in Education DfE, to monitor the effectiveness of local safeguarding services. This policy aligns with KCSIE (latest) and Working Together (latest). Safeguarding decisions follow: Concern → Record → DSL Review → Threshold → Action → Review.

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 2002
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Education (Independent School Standards) Regulations 2014
- Non-Maintained Special Schools (England) Regulations 2015
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- Child and social Work Act 2017

Helm Academy
DISCOVERING MINDS, NAVIGATING FUTURES

The following documentation is also related to this policy:

- COVID – 19; safeguarding in schools, colleges, and other providers (DfE)
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Head of Schools, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014) Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- Information Sharing 2015 (HM Government)

- What to do if you are worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)
- Guidance for safer working practices (Safer Recruitment Consortium 2019)
- Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2018)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Nudes & semi-nudes in Schools and Colleges (UK Council for Child Internet Safety (UKCCIS))
- Preventing youth violence and gang involvement (Home Office)
- Criminal exploitation of children and vulnerable adults: county lines guidance (Home Office)

We believe this policy should be viewed in **conjunction** with the following policies which have major relevance to safeguarding and promoting the welfare of children:

- Acceptable Use of ICT
- Administration of Medicines
- Independent Visitors
- Behaviour Policy
- Anti-bullying
- Anti-Cyber Bullying
- Child Missing Education
- Child Sexual Exploitation
- Confidentiality
- Dealing with Allegations Against School Staff
- Dealing with Sexual Harassment and Sexual Violence
- Disciplinary Procedure
- Disclosure and Barring Service Checks
- Domestic Abuse and Operation Encompass
- Substance Misuse policy
- Educational Visits
- Educational Visits and Terrorist Incidents
- Equal Opportunities
- Exclusions
- E-safety
- Female Genital Mutilation
- Health and Safety
- Looked After Children
- Medical and First Aid
- Mobile Phone Safety and Acceptable Use
- Mental Health
- Photographic and Video Images
- Positive Handling (Restraint of Pupils or students)
- Prevent Duty - Dealing with Extremism and Radicalisation
- Relations Education, Sex Education and Health Education
- Safer Recruitment and Retention
- School staff Code of Conduct
- Searching, Screening and Confiscation
- Self-Harm
- Sharps and Needles
- Special Educational Needs and Disabilities
- Students on Placement
- Supervision of Pupils or students
- Visitors, Visiting Speakers and Contractors
- Whistle Blowing

Helm Academy
EMBOWERING MINDS, NAVIGATING FUTURES

6. Roles and Responsibilities

Role of the Head of School

The Head of School has been given delegated powers and responsibilities by the **Proprietor** to ensure the implementation of the following areas:

Legislation and the Law

- To be responsible for ensuring that the school complies with all equality's legislation.

Ethos and Learning Environment

- To create and maintain a culture of vigilance.
- To create and provide a learning environment that is safe, secure, warm, and welcoming for children combined with sound security systems and procedures.
- To establish an environment where children feel safe to talk and a culture where school staff listen to children.

Policy Awareness and Documentation

- To ensure everyone connected with the school is aware of and complies with all aspects of this policy and other safeguarding policies.
- To ensure all school staff and the proprietor read and sign Part One of 'Keeping Children Safe in Education DfE'.
- To ensure the current safeguarding and child protection policy is shared on request.
- To ensure all school staff are familiar with:
- This policy.
- School Staff Code of Conduct policy.
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Head of School, School Staff, and Proprietors of Independent Schools (DfE).
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE).
- Information Sharing (HM Government).
- What to do if you are worried a child is being abused 2015 (HM Government).
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children.
- Prevent Duty: Department advice for schools and childcare providers (DfE).
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)

To ensure the following safeguarding policies are up to date and that all school staff are aware of them:

- Safeguarding and Child protection (see policy)
- Behaviour (see policy) Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- School Staff Code of Conduct (see policy)
- Children who go missing from education
- Anti-Bullying (see policy)

Helm Academy
EMPOWERING MINDS. NAVIGATING FUTURES

- Anti-cyber-Bullying (see policy)
- Child Sexual Exploitation (see policy)
- Dealing with Allegations against School Staff, Volunteers, Head of School or Pupils or students (see policy)
- Dealing with Sexual Violence and Sexual Harassment (see policy)
- Disclosure and Barring Service Checks (see policy)
- Photographic and Video Images (see policy)
- Prevent Duty - Dealing with Extremism and Radicalisation (see policy)
- Positive Handling (Restraint of Pupils or students) (see policy)
- Safer Recruitment (see policy)
- Special Educational Needs (see policy)

Safeguarding Training Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- To undertake training in safeguarding and child protection. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- To ensure all school staff understand the safeguarding risks to children and how to report any concerns they may have.
- To keep an updated training attendance record and ensure that those who were absent from any training attend another follow-up training session. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- To provide evidence for Inspectors that training has been effective and has been implemented. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- To ensure that all new school staff undertake induction training in safeguarding and child protection procedures that covers aspects of: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- Keeping Children Safe in Education (DfE)
- What to do if you are worried a child is being abused (DfE)
- Guidance for safer working practices (Safer Recruitment Consortium)
- Prevent Duty (DfE 2015)
- Child Sexual Exploitation - definition and guide for practitioners (DfE)
- School Procedures
- To provide refresher training for all school staff annually on SSS Learning Platform and to raise awareness of a wide range of safeguarding topics throughout the school year. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- To have in place a record of all refresher training undertaken and to ensure that those who were absent from any training attend another follow-up training session. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- To evaluate the effectiveness of the varied approaches to safeguarding training undertaken. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- To provide evidence of the improved changes to safeguarding training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- To ensure that the new requirements for filtering and monitoring systems are in place and that all staff have received the appropriate training, to ensure that pupils are not accessing

Holm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

harmful or illegal content on school owned devices. And an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring." The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.

- Ensure all staff wear their photo ID with their current DBS credentials displayed and challenge where not seen
- Ensure that all visitors are correctly and fully signed into the building and are wearing the appropriate visitors ID – escorted if required as per their DBS clearance provided, and challenge where not seen. (Or unknown)

Designated Safeguarding Lead The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

- To work closely with the Designated Safeguarding Lead and Principal Designated Safeguarding Officer for child protection from the LA. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- To nominate a deputy Designated Safeguarding Lead. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- To ensure both Designated Safeguarding Leads undertake formal DSL training every two years and receive safeguarding updates, briefings and professional development at least annually and whenever significant safeguarding changes occur. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- To ensure both Designated Safeguarding Leads undertake Prevent awareness training (Workshop to Raise Awareness of Prevent) https://training.ssscpd.co.uk/ The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- To organise, in conjunction with both Designated Safeguarding Leads, regular awareness training on a wide range of safeguarding topics for all adults in the school community. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- To provide adequate resources for the Designated Safeguarding Lead to undertake his/her role. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- To ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
    - maintain strategic oversight of online safety, including filtering and monitoring systems, cyber security risks and safeguarding risks associated with emerging technologies and artificial intelligence;
    - ensure that filtering and monitoring systems are effective, proportionate and regularly reviewed;
    - oversee responses to safeguarding concerns involving artificial intelligence, generative AI platforms, deepfake technology and AI-generated imagery;
    - coordinate annual reviews of filtering and monitoring systems with senior leaders and technical support staff;
- ensure robust safeguarding arrangements remain operational when the DSL is unavailable through effective deputy DSL cover arrangements.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

The critical importance of recording, holding, using and sharing information effectively:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, 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 all 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.

Safer Recruitment

- To ensure a safer recruitment process is in place.
- To prevent people who pose a risk of harm from working with children.
- To check staff who work with children.
- To take 'proportionate decisions on whether to ask for any checks beyond what is required
- To ensure that at least one person on any appointment panel has undertaken safer recruitment training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- Inform shortlisted candidates that online searches **will** be done as part of due diligence checks.
- Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.
- Candidates are made aware that an offer of employment is conditional to further checks being carried out. This is put in writing.

Disclosure and Barring Service Checks

- To ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school.
- To be aware that from 1st of January 2021 the Teacher Regulation Agency will no longer maintain a list of European Economic Area with sanctions.
- To be aware that we must make any further checks that we think appropriate on applicants that have lived or worked outside the UK, with those applicants providing prof of their past conduct as a teacher issued by their regulating authority in the country they worked.
- To ensure **all visitors** are suitably checked and monitored.
- To ensure Disclosure and Barring Service checks are undertaken for who volunteers to run an after-school sports club such as football, netball, rugby etc.
- To ensure Disclosure and Barring Service checks are undertaken for any adult employed by the school from a sports agency who coach children either in school time or as an after-school club.

Single Central Record

To ensure a Single Central Record is in place, up to date and fulfils all statutory requirements that covers everyone who work in regular contact with children such as all:

- school staff
- clinical psychologist
- other staff working in school

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

The following information will be recorded for all school staff:

- identity checks.
- a barred list checks.
- an enhanced DBS check/certificate.
- a prohibition from teaching check
- a check of professional qualifications
- a check to establish the person's right to work in the UK
- a section 128 check for those in school management positions
- checks on those who have lived or worked outside the UK
- the details of an individual should be removed from the single central record once they no longer work at the school or college.
- A standalone children's barred list check
- Staff self-declaration by association signed document. Discussion with ELT at interview.
- A minimum of two references must be sought. One from current most recent employer. Another reference that can be a character reference by someone who has known the applicant for more than two years.
- Authenticity of references are verified by follow up emails to the person who has written the reference and a further check is made by a phone call.
- Helm academy will not accept two references from the same employer.

Policies and Documentation

- To ensure all school staff have read Part One of 'Keeping Children Safe in Education DfE.
- To ensure that all school staff and volunteers can highlight improvements to the safeguarding policies and procedures.

Record Keeping

- To have in place a robust and effective record keeping system (a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome) keeping concerns and referrals in a separate child protection file for each child.
- To ensure all child protection concerns, associated discussions and decisions are recorded in writing in a set format:
- The nature of the concern.
- The role of the person reporting the concern.
- To whom the concern was reported.
- When it was recorded.
- What robust action was taken?
- To ensure the record keeping system is kept in one secure central place.
- To have in place an up to date, detailed, accurate and secure child protection file which records all concerns and referrals.

Helm Academy
PROTECTING MINDS, NAVIGATING FUTURES

Online Safety

- To have in place IT systems that will effectively filter and monitor the internet with blocking and systems to monitor online usage. DSL will ensure that all staff receive the appropriate E Safety Training and understanding via SS Learning Platform and in face-to-face sessions. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- communications with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents/carers about:
  - what systems they have in place to filter and monitor online use
  - what they are asking children to do online, including the sites they will be asked to access
  - who from the school or college (if anyone) their child is going to be interacting with online.

Covert Cameras and CCTV

To ensure that all areas of the school are kept clutter-free to prevent the placing or installation of covert cameras.
To ensure the following procedure is undertaken if a covert camera is found:

- will contact the police outlining all known details
- will not touch the device
- will not look at any images on the camera
- will close off the area where the device was found as this is now a crime scene
- will not move or remove any articles etc in the crime scene
- will inform the local authority Designated Officer
- will write an incident report

To ensure that all CCTV cameras are periodically checked to ensure that they are not facing:

- areas of expected privacy
- mirrors

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Risk Assessments

- To ensure risk assessments are in place regarding physical intervention, pupils or students changing for sporting activities, school staff working 1:1 with a pupil.
- To encourage pupils or students to assess risks to themselves.

School Staff

- To ensure school staff and pupils or students do not take **photographic images** without consent or management permission.
- To not promise **confidentiality** to any child but always act in the interests of a child.
- To ensure school staff are constantly encouraging pupils or students to **assess risks** to them.
- To ensure school staff have the skills, knowledge and understanding to keep looked after children safe.

- To ensure school staff are aware of the additional safeguarding challenges to children with **special educational needs and disabilities**.

Child trafficking

Child trafficking is when children are recruited, moved or transported for the purposes of exploitation, slavery, or abuse. children can be trafficked as part of sexual exploitation, criminal activity such as the selling of drugs, forced marriage, forced labour and benefit fraud. The Modern Slavery Act 2015 establishes that a person commits an offence if the person arranges or facilitates the travel of another with a view to being exploited. Wherever a child has been recruited, transported or transferred for the purpose of exploitation, they should be considered to be a victim of trafficking.

This includes whether or not they have been forced, deceived or the child/young person believes that they are traveling willingly from one location to another, for example, where a child takes a bus or walks from one location to another for the purpose of exploitation.

Children who are trafficked will usually experience physical, sexual and emotional abuse. Children are groomed and then threatened, coerced or intimidated. Children who are victims of trafficking will suffer significant trauma and this can have a long-lasting detrimental impact on their mental health and emotional wellbeing.

Possible signs of trafficking include a child who;

- spends a lot of time doing household chores
- rarely leaves their house, has no freedom of movement and no time for playing
- is orphaned or living apart from their family, often in unregulated private foster care
- lives in substandard accommodation
- is not sure which country, city or town they're in
- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice
- has no documents or has falsified documents
- has no access to their parents or guardians
- is seen in inappropriate places such as brothels or factories
- possesses unaccounted for money or goods
- is permanently deprived of a large part of their earnings, required to earn a minimum amount of
- money every day or pay off an exorbitant debt
- has injuries from workplace accidents
- gives a prepared story which is very similar to stories given by other children.

Staff must report any concerns regarding trafficking to the Designated Safeguarding Lead. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

Trafficking concerns must be immediately referred to the National Referral Mechanism (NRM). The National Referral Mechanism (NRM) is a framework for identifying victims of human trafficking and ensuring they receive appropriate care. When a child or young person is trafficked, a range of agencies may be involved such as the police, the UK Border Agency (UKBA), local authorities and non-governmental organisations such as charities. The NRM makes it easier for these agencies to co-operate, share information and facilitate access to advice, accommodation and support. If there are immediate concerns that a pupil is being trafficked, staff

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

must report this immediately to the designated Safeguarding Lead and police. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

For further information about reporting trafficking concerns or making a referral to the NRM, staff must speak to the Designated Safeguarding Lead and seek guidance from NSPCC Child Trafficking The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
Advice Centre 0808 800 5000.

Female Genital Mutilation

- To ensure all concerns regarding FGM are reported to the police.
- To ensure all school staff are trained to recognise the symptoms of FGM.
- To ensure all school staff receive the FGM Training Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

Honour-based Violence

- To ensure all concerns regarding honour-based violence are reported to the DSL or deputy Designated Safeguarding Lead. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- To ensure all school staff are trained to recognise the symptoms of honour-based violence, this can be completed on our Learning Platform.

Reporting

- To report annually to the Local Authorities, stakeholders and Board on the effectiveness of the policy.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Dealing with Allegations against School Staff

- To ensure there are procedures in place to handle allegations against teachers, Head of School, Director of Education, other staff.
- To ensure such allegations are referred to the designated officer(s) at the local authority by the designated safeguarding lead. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- To ensure procedures are 'in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.'
- To be aware that it is a legal duty and failure to refer when the criteria are met is a criminal offence. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.
- To ensure that schools should follow their safeguarding policies and procedures, in the event of an allegation regarding an "incident that happened when an individual or an organisation was using their school premises for the purposes of running activities for children." This includes events such as community groups, sports associations, and more.
- Records should be "retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer."

Dealing with allegations of abuse made against other children (child on child abuse)

- To be aware that children are capable of abusing their peers, being aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face) through abusive, harassing, and misogynistic messages; non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups; sharing of abusive images and pornography, to those who don't want to receive such content.
- It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- To have in place procedures to minimise the risk of Child-on-Child abuse, recognise the indicators, identify them and respond to reports.
- To investigate all allegations of Child-on-Child abuse. Recognise that the abuse may be taking place even if not reported, inside or outside of school or online
- To ensure that when dealing with a safeguarding concern the child's wishes and feelings are considered when determining what action to take and what services to provide.
- The Lucy Faithfull Foundation has developed a HSB toolkit, which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse.
- The Lucy Faithfull Foundation in collaboration with the Home Office, has developed https://shorespace.org.uk/ ', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Looked After Children

- To ensure school staff have the skills, knowledge and understanding necessary to keep looked after children safe.
- To ensure that appropriate school staff have the information they need in relation to a child's looked after legal status. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.
- To promote the educational achievement of children who are looked after.
- To ensure the designated teacher for looked after children has the appropriate training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

Children with Special Educational Needs and Disabilities

- To ensure school staff are trained in Recognising abuse and neglect in children with special educational needs and disabilities.

Support and Counselling

- To support and counselling to school staff if they feel distressed from being involved with a traumatic child protection case or incident.
- All school staff have access to support and counselling via clinical department within Helm Academy.
- To provide guidance, support, and training to all staff. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

Historical – Non-Recent Abuse

As soon as it is apparent that an individual is disclosing non-recent / historical abuse, the member of staff must record what is said by the person reporting and the responses given by the staff member. A chronology should be undertaken and all records must be dated and the authorship made clear by a legible signature or name.

The person disclosing the non-recent abuse should be asked whether they want a police investigation and must be reassured that the police are able and willing to undertake such work, especially for those who are vulnerable as a result of mental health or learning difficulties. Even if the person disclosing the abuse does not want an investigation, the Police may still investigate in the interests of public safety.

The individual should be informed that when it is believed that an alleged abuser has contact with a child or poses a risk to children a referral will be made to children's social care. This is so that information can be gathered and a decision can be made whether to apply child protection procedures in respect of the child/ren with whom the alleged abuser has contact or who may be at risk of harm.

If possible, staff should establish if the adult is aware of the alleged perpetrator's recent or current whereabouts and contact with children.

Professionals responding to an allegation of historical (non-recent) abuse should try and establish the following:

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

- name of the alleged abuser,
- date of birth or approximate current age
- current address/whereabouts
- occupation
- location / address where the abuse occurred
- the year the abuse occurred
- duration of the period over which the abuse occurred
- whether it is known if there are any child/ren that may currently be at risk from the alleged abuser or any contact the alleged abuser has with children.

The professional should be aware and sensitive to the fact that the individual disclosing may not wish to give any of the above details, including the alleged abusers' name, possibly in fear for their own safety.

Direct questioning concerning the detail of the abuse should be avoided, but an individual disclosing abuse should not be prevented from freely recalling events.

If a child under 18 makes a disclosure to a professional about non recent abuse this should be responded to like any other disclosure of abuse (that is, contact the local police, LADO and social services).

Consideration must be given to the therapeutic needs of the individual reassurance given that, even without their direct involvement, all reasonable efforts will be made to look into what they have reported.

Police must be informed about allegations of crime at the earliest opportunity. This can be done by phoning 101 or by going to Report a Crime. Whether the Police become involved in an investigation will depend on several factors including the victims' wishes, safeguarding of others, and the public interest. If the location of the crime is not in the locality, then the Police will inform the local force area. The victim will be told who will continue with the investigation.

If a child under 18 is making a non-recent allegation of abuse, Children's Social Care should initiate a Strategy Discussions if the alleged perpetrator is known currently to be caring for or has access to children (including making the necessary referral to the area where the alleged perpetrator is now known to live) (see Strategy Discussions chapter).

If the alleged perpetrator has their own children, or there are children in the household, consideration to be given to appropriate safeguarding of those children.

Where the alleged perpetrator has contact with children as part of their employment or any voluntary role (whether current or historical), the Allegations Against People who Work with, Care for or Volunteer with Children should be followed.

Ofsted Inspection

To be prepared for an Ofsted inspection by ensuring safeguarding arrangements are firmly embedded into the vigilant culture of the school that will provide sufficient evidence for a successful Ofsted. Evidence that includes having in place:

- a clear and effective safeguarding and child protection policy.
- a school environment that is safe and secure.
- pupils or students who:
  - feel safe and secure.
  - know how to make a complaint.
  - has a trusted adult.
  - feel safe from bullying and discrimination.
  - know how to manage risk.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

School staff who:

- are well trained and understand the indicators of all types of harm.
- work as a team.
- undertake annual refresher training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- know how to report concerns about pupils or students and the conduct of other adults.
- have identified learners who may be susceptible.
- are sufficiently trained in online safety.
- are trained to use de-escalation strategies.
- know that all physical intervention incidents must be recorded, reported,
- monitored and reviewed.

- will seek the views of the pupil after an incident of physical intervention.
- are aware of the supervision arrangements of pupils or students whose safety and welfare are at risk.
- a system for reporting concerns immediately.
- an effective school staff code of conduct policy (Employee Handbook).
- a system that deals with pupils or students' absence from school.
- local procedures that deal with pupils or students missing from school.
- regular discussions with pupils or students to see if they feel safe and secure.
- an improvement plan based on the results of pupil: teacher discussions.

Equality

- To provide leadership and vision in respect of equality.

Monitoring

- To undertake periodic checks to ensure all safeguarding procedures are working effectively.
- To monitor the effectiveness of this policy.

Children and Young People

Children and young people have a key role to play in keeping themselves safe. Helm Academy will ensure it seeks the views of children and young people on whether they feel safe, what keeps them safe and what makes them feel safe. Our school will ensure children and young people have a voice and feedback on whether there are changes that our school need to make either in practice, policies, and procedures or in its safeguarding arrangements.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Pupils or students must:

- feel safe and protected.
- know how to assess risk to themselves.
- know how to keep themselves safe.
- know how to raise a complaint or concern.
- know and recognise a trusted adult that they can go to and raise their concerns.
- feel supported and protected when they raise a concern.
- be kept informed of any actions that have been taken when they have raised a complaint.
- feel safe from discrimination and bullying.
- be made aware of the basic safeguarding procedures in school such as visitors signing in and
- wearing visitor badges.

Head of School and Designated Safeguarding Officers must consider how children and young people are helped to understand safeguarding, what this means including online and learning opportunities. For those children and young people attending our school this might be through personal, social health and economic education (PSHE), sex and relationship education.

Every year the school will ask the views of all pupils or students by issuing a questionnaire and asking:

- Do they feel safe in school?

- Are they aware of basic safeguarding procedures in school?
- Are pupils or students aware of how to keep themselves safe?
- Do they know who to go to if they are concerned about their own safety or that of others?
- Are they being aware of e-safety?
- Do they know how to keep themselves safe outside school?
- Do they know how to keep themselves safe when using the internet?

Local Authority Designated Safeguarding Officer/Designated Officer (LADO/DO)

The Local Authority Designated Officer (LADO/DO) ensures that allegations and concerns about professionals and adults working or volunteering with children and young people are recorded, monitored and progressed in a timely, fair and confidential manner. The LADO/DO is involved from the start of the allegations through to its conclusion.

The LADO/DO ensures effective management and oversight of individual cases from all partner agencies when it is determined that the allegation meets the safeguarding thresholds. Where an allegation does not meet the safeguarding threshold, the LADO/DO should liaise and provide advice to the School Designated Safeguarding Lead (DSL) about the action they should take, which may include activating the organisation's disciplinary procedures and or completing an internal management investigation. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

The LADO/DO provides guidance and advice to organisations including liaising with all relevant agencies including police, children social care and health. In addition, the LADO/DO will liaise as necessary with chairs of strategy meetings and will also attend and or chair allegation/outcome meetings.

The LADO/DO will discuss with the school's Designated Safeguarding Lead the possibility of referral to the Disclosure and Barring Services (DBS) for inclusion of the person on the children's barred list and/or adults barred list and or referral to the relevant professional body such as Health and Care Professions Council, Education Welfare Council (EWC) and Teaching Regulation Agency (England) and Social Work England. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

Designated Safeguarding Officer – Director of Education

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

The DSLs are part of the senior leadership team. Each DSL has the appropriate level of experience and seniority. They have the authority, time, support, and training to provide advice and guidance to Helm Academy Ltd staff to ensure children and young people cared for by Helm Academy, are safeguarded and protected. The DSL ensures that Helm Academy Ltd are represented at strategy discussions and meetings as well as to offer support to other staff to attend such meetings. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

The DSL's will always liaise with the LADO/DO as well as other agencies where there are safeguarding concerns in line with Working Together to Safeguard Children (current statutory guidance) and KCSIE 2026. In the absence of the service DSL, the other lead individuals will provide cover for this role.

If, at any point, there is a risk of immediate serious harm to a child the DSL will ensure immediate referral is made to children's social care and involvement of the police.

The DSL ensures that the school's Safeguarding policies and procedures are known to staff and, that they are fully implemented with enough resources and time allocated to enable staff to attend training to ensure safeguarding responsibilities are understood and maintained. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

Education Staff

All school staff at Helm Academy have a responsibility and essential role to play in safeguarding and promoting the welfare of children and young people. They can recognise signs and symptoms of abuse; they know what to do if they are concerned about a child and that their response to safeguarding concerns is timely and clear to secure children and young people's safety. Our school Staff is supported and offered the right guidance through the safeguarding policies and procedures which are subject to ongoing reviews, regular effective and reflective supervision. All school staff should reassure victims that they are being taken seriously and that they will be supported and kept safe. They shouldn't be given the impression they are creating a problem or made to feel ashamed about making a report.

School Staff will:

- be aware of the following roles:
  - Designated Safeguarding Lead The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
  - Deputy Designated Safeguarding Lead The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
  - Nominated Proprietor for Safeguarding
  - Person to contact regarding concerns about the Head of School
  - Local Authority Designated Officer
- understand the roles of all the above
- be aware of the following telephone numbers:
  - Social Services Referrals
  - Out of Hours Social Services
  - Police
  - NSPCC Whistle-blowing Helpline

Helm Academy
EMPOWERING MINDS NAVIGATING FUTURES

Safeguarding and Child Protection

- recognise that safeguarding and child protection is their main responsibility and will 'always act in the best interests of the child'.
- read 'Keeping Children Safe in Education DfE '.
- provide a safe school and classroom environment in which children can learn, and ensure pupils or students:
  - feel safe and protected.
  - feel safe to talk and where school staff listen to children.
  - know how to assess risk to themselves.
  - know how to keep themselves safe.
  - know how to raise a complaint or concern.
  - know and recognise a trusted adult that they can go to and raise their concerns.
  - feel supported and protected when they raise a concern.
  - are kept informed of any actions that have been taken when they have raised a complaint.
  - feel safe from discrimination and bullying.

    - are made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.
- be always alert to the signs of abuse namely physical, emotional, sexual or neglect.
- treat children's welfare with utmost importance.
- be aware of the background of the children in their care.
- be made aware of this policy and all other safeguarding policies and procedures during induction, the school staff handbook and training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

Relevant Documents

Read and be aware of the following documents:

- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Head of School, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- What to do if you are worried a child is being abused 2015 (HM Government)
- School Staff Code of Conduct
- Behaviour Policy Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- Children Missing Education Policy
- All other Safeguarding and related policies

Helm Academy
EMPOWERMENT INSPIRATION JOURNEY

Referrals

- remember to make a written record of all verbal conversations.
- make a referral to children's social care or to the police if a child is in immediate danger or at risk of harm and then record the verbal conversation in writing.
- then inform the designated safeguarding lead that a referral has been made. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- maintain an attitude of 'it could happen here' where safeguarding is concerned'.
- 'Identify concerns early, provide help for children, and prevent concerns from escalating'.
- speak with the designated safeguarding lead if they are unsure and then record the verbal conversation in writing. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

Contextual Safeguarding

Provide as much background information as possible when assisting with a pupil's social care assessment.

Reporting Concerns

Undertake the following procedure if a pupil makes a disclosure to them:

- Listen to the pupil
- Remain calm
- Offer reassurance
- Do not ask the pupil to remove or adjust clothing if bruises are observed
- Do not ask leading questions
- Let the pupil speak freely
- Accept what has been told them without challenge
- Do not offer opinion or criticise or lay blame
- Reassure the pupil at the end of the disclosure telling them that they have done the right thing.
- Do not promise confidentiality but inform them that other people need to be told
- Record accurately and factually what the child has said in note form.
- Record observed injuries or bruises on a map of the body.
- Submit a completed incident record to the designated person who will seek advice from the Local Authority Designated Officer.

Undertake the following procedure if they suspect a child may be a victim of abuse:

- Record accurately and factually what they have seen in note form.
- Submit a completed incident record sheet to the Designated Safeguarding Lead. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

Be aware that the Designated Safeguarding Lead will then: The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

- Further investigate and keep records of this investigation.
- Decide whether to take this referral further or to monitor the situation.
- Inform the person making the initial referral of his/her decision.
- Prepare in readiness for a case conference/core group meeting the following information on the child:
    - Attendance and punctuality data
    - Academic achievement
    - Child's behaviour and attitude Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
    - Relationships and social skills
    - Appearance and presentation
    - Any known incidents in or outside school
    - School contact with parents/carers

Be aware that the Designated Safeguarding Lead will follow the following procedure if a parent/carer makes a disclosure to school: The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

- Meet with the parent/carer taking down all details.
- Assure the parent/carer that the school will take the matter seriously.

Helm Academy
EMOTIONAL REGULATION, NAVIGATING FAILURE

- Will inform the parent/carer that he/she will have to take advice from the Local Authority Designated Officer about the disclosure.
- Will get back to the parent/carer when a decision has been taken and how to proceed.

Recording Information

Record in writing any concern or incident in the following way:

- Date
- Time
- Place
- Nature of the concern
- All facts
- Observed injuries and bruises
- Note the actual words of the child
- Sign the notes and hand to the Designated Safeguarding Lead
- Make sure that everything is clearly recorded on **Iris Adapt**

Training Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- undertake safeguarding and child protection training (including online safety) at induction which will be in line with advice from the local three safeguarding partners. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- attend regular awareness and update training on a wide range of safeguarding topics, including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring" filtering and monitoring systems and standards, to ensure that pupils are not accessing harmful or illegal content on school owned devices. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.
- be trained:
  - in identifying signs of harm and abuse.
  - to be aware of child sexual exploitation, radicalisation, and extremism.
  - to be aware of the effects of abuse and neglect on children.
  - in responding to a child.
- receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required.
- contribute to and shape safeguarding arrangements and child protection policy.
- attend appropriate training sessions on equality. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Reporting

- know how to report any suspected case of harm or abuse.
- report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- report to the Head of School any concerns they may have about another member of staff.
- report to the Education Director any concerns they may have about the Head of School .
- they may contact the NSPCC whistle blowing helpline.
- report and deal with all incidents of discrimination.
- report any concerns they have on any aspect of the school community.

Female Genital Mutilation FGM

- be trained to recognise the signs of FGM such as:
- Difficulty walking, standing, or sitting.
- Spending longer in the bathroom or toilet.
- Appearing withdrawn, anxious, or depressed.
- Displaying unusual behaviour after an absence from school or college. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- Being particularly reluctant to undergo normal medical examinations.
- Asking for help but may not be explicit about the problem due to embarrassment or fear.
- report to the police and to the Designated Safeguarding Lead when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- report if they suspect that FGM has been carried out or whether they consider a girl may be at risk of FGM.
- be aware they face disciplinary procedures if they fail to comply with the mandatory duty.

Honour-based Violence

- be trained to recognise the symptoms of honour-based violence.
- report any concern about honour-based violence to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

Radicalisation

- report any concerns that they have about pupils or students who may be susceptible to radicalisation.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Curriculum

- provide opportunities through the curriculum to address relevant issues and topics to promote their safety and well-being.

Disclosures

- know what to do if a child makes a disclosure.
- ensure that no promise of confidentiality can be made to any child but always act in the interests of the child.

Confidentiality

- Always observe confidentiality as the protection of the child is paramount.
- have a professional responsibility to share information with other professionals who are investigating a case.
- ensure that when confiding information to a member of staff a child is made aware that for their own sake this information cannot be kept secret.

- reassure a child that the information will only be shared with the designated teacher who will decide what will happen next.

Support and Counselling

- receive support and counselling if they feel distressed from being involved with a case or incident.

Social Networking

- be cautious when using social networking sites and must:
  - set their profile as private.
  - not allow access to pupils or students or parents/carers.
  - avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute.
- ensure that no contact can be made with pupils or students or parents/carers via telephone, text message, email or on social networking sites outside school hours.
- ensure not to give personal details such as mobile and home telephone numbers, home, or email address to any pupil or parent/carer.

Meetings and Conferences

- be prepared to attend a Strategy Meeting.
- be prepared to attend a Child Protection Case Conference.

Conduct

- ensure that they always conduct themselves correctly and do not put themselves at risk.

Safer Recruitment

- be aware of the Safer Recruitment processes and checks.

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Role of the Designated Safeguarding Lead The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

'Education board and proprietors should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. They should ensure there are procedures in place to manage any safeguarding concern no matter how small) or allegations that do not meet the harm threshold about staff members (including supply staff, volunteers and contractors). They should ensure there are procedures in place for staff to report concerns or allegations that may meet the harm threshold about staff members (including supply staff, volunteers, and contractors). There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role holder's job description.' The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
Governing bodies and proprietors have also been specified as responsible members for ensuring "all staff undergo safeguarding and child protection training" which includes the new outlines of filtering and

monitoring systems. This training should be regularly updated, in line with KCSIE. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

The Designated Safeguarding Lead (DSL) must: The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

- take the lead responsibility for safeguarding and child protection (including online safety).
- have the appropriate status and authority within the school to carry out the duties of the post.
- have in place a job description that explicitly outlines the role.
- be given the time, funding, training, resources, and support to provide advice and support to other staff on child welfare and child protection matters. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.
- work closely with the **Deputy Designated Safeguarding Lead (DDSL).** The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- Attend and feed into Multi agency meetings and safeguarding proceedings

Ethos and Learning Environment

- create and maintain a culture of vigilance.
- create and provide a learning environment that is safe, secure, warm, and welcoming for children combined with sound security systems and procedures.
- establish an environment where children feel safe to talk and a culture where school staff listen to children.

Manage referrals

- refer cases of suspected abuse to the local authority children's social care as required.
- support staff who make referrals to local authority children's social care.
- refer cases to the Channel programme where there is a Radicalisation concern as required.
- support staff who make referrals to the Channel programme.
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Safeguarding Training Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- be trained in child protection policy procedures and will renew training every two years, and undertake yearly update refreshers, to: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
  - understand the assessment process.
  - understand the procedures of a child protection case conference and child protection review conference.
  - understand the specific needs of children in need.
  - understand the specific needs of children with special educational needs and those of young carers.
  - have in place a secure and accurate record system of all concerns and referrals

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

- 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.
- ensure each member of staff has access to, and understands, the school's or child protection policy and procedures, especially new and part-time staff.
- be alert to the specific needs of children in need, those with special educational needs.
- 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, other agencies, organisations and practitioners.
- keep detailed, accurate, secure written records of concerns and referrals.
- understand and support the school or college with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- 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.
- 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; and Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- 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.

Raise Awareness

- ensure the school's child protection policies are known, understood, and used appropriately.
- ensure the school' child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the proprietor regarding this.
- ensure the child protection policy is available publicly and parents/carers know referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- ensure school staff and the proprietor read and are aware of the following documents:
- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the
- Welfare of Children
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities,
- Head of School, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- What to do if you are worried a child is being abused 2015 (HM Government)
- School Staff Code of Conduct

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- Pupil Behaviour and Discipline Policy Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- Children Missing Education Policy
- All other Safeguarding policies
- ensure school staff and the proprietor sign *a declaration* that they have read the above documents.
- keep all school staff up to date with any changes to procedures.
- ensure new and part time staff have access to and understand this policy and procedures.

Special Educational Needs

- be alert to the specific needs of children in need, those with special educational needs.
- be aware that Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:
    - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
    - being more prone to peer group isolation than other children.
    - the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs. and Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
    - communication barriers and difficulties in overcoming these barriers
- provide extra pastoral support for children with SEN and disabilities.

Child - on - Child Abuse:

Helm Academy is aware that sexual violence and harassment:

- Can occur between two or more children of any age and sex.
- Can occur through a group of children sexually assaulting or harassing a single child or another group of children.
- Exist on a continuum and may overlap.
- Can happen in an intimate person relationship between children (also known as teenage relationship abuse)
- Can occur online and face-to-face, both physically and verbally.
- Are never acceptable

Helm Academy has a zero-tolerance approach to child-on-child abuse.

- deal with all incidents of Child-on-Child abuse by:
    - investigating the incident.
    - meeting with the appropriate school staff.
    - meeting with the pupils or students involved.
    - meeting with parents/carers.
    - providing support for both victims and perpetrators.
    - making a record of all incidents.

Helm Academy
EMPOWERING MINDS. NAVIGATING FUTURES

- ensure school staff deal with safeguarding through activities and opportunities in PSHE/Citizenship will equip the children with the necessary skills and awareness to stay safe from abuse.

Child-on-child abuse may include the creation, possession or distribution of AI-generated sexual images, deepfake imagery, manipulated intimate images, synthetic media and other technology-assisted forms of abuse.

Helm Academy adopts a zero-tolerance approach to all forms of child-on-child abuse including abuse facilitated through artificial intelligence or emerging technology.

Nudes & semi-nudes

For the purposes of safeguarding, nude and semi-nude incidents include AI-generated images, altered images, deepfake content and synthetic imagery that depicts or appears to depict a child.

Such incidents will be managed in accordance with national guidance and may require consultation with children's social care and/or the police.

- deal with all incidents of Nudes & semi-nudes by:
  - meeting with the appropriate school staff.
  - meeting with the pupils or students involved.
  - informing the parents/carers unless by doing so will put the pupil(s) at risk.
  - not viewing the imagery unless it is unavoidable.
  - contacting social care or the police if the pupil is at risk of harm.
- make school staff aware of the increased number of cases of Nudes & semi-nudes among under-16-year-old and the damaging effects that it is having.
- Ensure sessions on Nudes & semi-nudes becomes an important topic for discussion with pupils or students in PSHE.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Child-on-child sexual violence and sexual harassment

This section has been expanded to incorporate guidance previously covered in the DfE's Sexual violence and sexual harassment between children in schools' advice. It also provides new information, emphasising:

- the importance of explaining to children that the law is in place to protect rather than criminalise them
- the importance of understanding intra-familial harms, and any necessary support for siblings following incidents
- the need for schools to be part of discussions with statutory safeguarding partners.

Female Genital Mutilation

- raise awareness that female genital mutilation (FGM) affects girls particularly from north African countries and it is illegal to allow girls to undergo this practice either in this country or abroad. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.
- ensure all school staff are trained to recognise the symptoms of FGM.
- ensure that all concerns regarding FGM and vulnerability to radicalisation are reported.

- If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Honour-based Violence

- raise awareness of honour-based violence.
- ensure all school staff are trained to recognise the symptoms of honour-based violence

Child Protection Procedures

- take the lead in dealing with child protection issues and in deciding what steps should be taken.
- take into 'account the child's wishes and feelings when determining what action to take and what services to provide.
- regularly review and monitor the list of susceptible pupils or students and especially those who received early help.
- ensure all confidential child protection information is stored securely in a central place.
- inform parents that information is kept on their children.
- ensure that no information will be disclosed to a parent/carer if this would put a child at risk of significant harm.
- investigate and deal with all cases of suspected or actual problems associated with child protection.

Case Conferences and Core Group Meetings

- attend all Child Protection Case Conferences with the appropriate member of staff.
- attend all Core Group meetings once a child has been placed on the Child Protection Register.

Helm Academy
EMPOWERING MINDS, INSPIRING FUTURES

Contextual Safeguarding

- consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare when undertaking social care assessments.

Referrals

- refer cases of suspected abuse to the local authority children's social care and if appropriate the police (when to call the police: guidance for schools and colleges (npcc.police.uk)).
- support staff who make referrals to local authority children's social care.
- ensure parents are aware that referrals about suspected abuse or neglect may be made.
- take appropriate action if a child's situation does not improve after a referral has been made by pressing for re-consideration.
- record all child protection referrals.
- co-ordinate action within the school.
- provide support for any child at risk.
- not promise confidentiality to any child but always act in the interests of a child.
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

- refer cases where a crime may have been committed to the Police as required.
- refer cases to the Channel programme where there is a radicalisation concern as required.
- support staff who make referrals to the Channel programme.

Child Protection File

- ensure an up-to-date child protection file is in place to make it easier to record and share information when required.
- ensure all child protection records are regarded as confidential and will be kept in a secure place.
- ensure all incidents are recorded, reported, and kept confidential.
- keep all paperwork up to date.
- report back to the appropriate school staff when necessary.
- have in place a child protection file that is sub-divided into the following sections:

Administration:
A personal record of each pupil in the file:

1. School
2. Date of birth
3. Home Address
4. Telephone numbers
5. name of parents / carers
6. Siblings
7. GP contact details
8. Outside agency involvement:
9. Health
10. Educational Psychologist
11. Educational Welfare Officer (EWO)
12. Social worker etc.
13. Chronology of events with the most recent at the top.
14. Internal Information
15. Attendance
16. School concern forms
17. Notes of school meetings
18. Notes of conversations with parents
19. External Information
20. Record of phone calls
21. Record of emails
22. Referral forms
23. Record of multi-agency meetings plus notes and all formal documents

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EMPOWERING MINDS, NAVIGATING FUTURES

Record of the transfer of child protection files when a pupil leaves to join another school by recording the following:

Date of Transfer	Child's Name	D.o.B.	Means of Transfer			Destination	Records received by
			Electronically	Special / Recorded Delivery	Direct Handover		

Legal documentation The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.

- ensure that when a pupil leaves the school that their child protection file is transferred to the new school as soon as possible.
- transfer the child protection file separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.
- ensure the Designated Safeguarding Lead and SENDCOs in the receiving school are made aware of the child protection file. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- must consider if it would be appropriate to share any information with the new school in advance of a child leaving (For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives)

Support

- ensure that support mechanisms are in place for any child that is at risk to build their self-esteem and confidence.
- ensure school staff and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling.

Radicalisation

- raise awareness of the need to protect pupils or students who might be susceptible to radicalisation and involvement in terrorism.

Gender based Violence and Violence against Women and Girls (See VAWAG policy)

- raise awareness of gender-based violence and violence against women and girls, including INCEL.
- ensure all school staff are trained to recognise the symptoms of gender-based violence and violence against women and girls including INCEL
- be aware of how to support victims of gender-based violence and violence against women and girls
- to undertake the awareness training for gender-based violence and violence against women and girls and INCEL Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

Transition

- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

Pupils or students Transferring to another School.

- Ensure the following procedures will take place if a pupil, on the child protection register, transfers to another school: within 5 days.
- To contact the case social worker.

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- To pass on to the Designated Safeguarding Lead at the receiving school child protection records only if that The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- school is in the same local authority.
- To ensure that if a child is moving to another local authority, then information will only be passed on with outline details of case conferences, but not minutes of conferences.

Availability

- always be available in person or via phone or Skype or other such media is acceptable during term time to discuss any safeguarding concerns with school staff.
- arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Calendar of Priorities

- must have in place a calendar of priorities to undertake their role:

Suggested Priorities	S	O	N	D	J	F	M	A	M	J	J
Induction training											
Whole school training											
Review Safeguarding Policy											
Review all Safeguarding policies											
Review all other documentation											
Review risk assessments											
Review curriculum for safeguarding											
Review impact of safeguarding											
Review safeguarding monitoring procedures											
Review record keeping procedures											
Review school staff training											
Review communications with parents/carer											
Review pupil premium											
Review safeguarding for pupils or students with SEND											
Review data and trends											
Plan annual Safer Internet Day											
Review safeguarding information for pupils or students											
Review safeguarding recruitment procedures											
Review staff understanding of safeguarding and child protection											
Update record keeping											
Monitoring											
Update pupil child protection files											

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EMPOWERING MINDS · GAINING TRUST

Transition of pupils or students											
Pass on pupil child protection files to next phase											

Role of the Safeguarding Partners

We are aware that the Local Safeguarding Boards have been replaced by three safeguarding partners namely:

- The Local Authority
- The Integrated Care Board (ICB)
- Chief of Police

'The three safeguarding partners should make arrangements to allow all schools (including multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way.' (KCSIE)

Role of the Data Protection Officer

The Data Protection Officer will: (Fitri Brock)

- have expert knowledge of data protection law and practices.
- inform the school and school staff about their obligations to comply with the GDPR and other data protection laws.
- ensure data management is strengthened and unified.
- monitor compliance with the GDPR and other data protection laws.
- manage internal data protection activities.
- ensure risk and impact assessments are conducted in accordance with ICO guidance.
- report data breaches within 72 hours.
- ensure individuals have greater control over their personal data.
- ensure that prior to the processing of an individual's data that.
  - the process is in line with ICO guidance.
  - the process is transparent.
  - the individual will be notified.
  - the notification is written in a form that is understandable to children.
  - when sharing an individual's data to a third party outside of school that details for the sharing are
  - clearly defined within the notifications
- share an individual's data where it is a legal requirement to provide such information. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.
- process all written subject access requests from individuals within 40 days of receiving them.

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EMPOWERING MINDS, NAVIGATING FUTURES

- have in place a formal contract or service level agreement with a chosen data processor who is GDPR compliant.
- ensure the secure disposal of redundant data and IT hardware holding data in compliance with ICO guidance.
- train school staff.
- conduct audits.
- be the first point of contact for supervisory authorities and for individuals whose data is processed.
- keep up to date documentation of all data protection activities.
- work closely with the Head of School and nominated governor.
- annually report to the Governing Body on the success and development of this policy
- For additional guidance, see the DfE Data Protection guidance for schools, which will help school staff, governors and trustees understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches.

Role of the Curriculum Leader

The Curriculum Leader will:

- ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE/Citizenship that will equip the children with the necessary skills and awareness to stay safe from abuse.
- ensure by monitoring that children understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.
- provide strategic leadership and direction.
- provide a curriculum that provides pupils or students with the essential knowledge they need to be educated citizens in democratic Britain.
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil's learning and teaching experiences and opportunities throughout the school.
- provide an environment that is fun, stimulating and challenging to all pupils or students.
- promote an awareness of and respect for a diversity of cultures, values, beliefs, and abilities.
- equip children with a range of skills and a desire for lifelong learning.
- ensure appropriate coverage of the curriculum.
- provide support and advice.
- monitor pupil progress.
- ensure sufficient and up to date resources are in place.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Role of the E-Safety Coordinator (Head of School)

The coordinator will:

- be responsible for the day-to-day e-Safety issues.
- ensure that all Internet users are kept up to date with new guidance and procedures.
- ensure regular checks are made to ensure that the filtering methods selected are appropriate, effective, and reasonable.
- undertake risk assessments to reduce Internet misuse.
- maintains a log of all e-Safety incidents.

- reports all e-Safety incidents to the Head of School .
- ensure e-Safety is embedded in all aspects of the curriculum and other school activities.
- organise e-Safety workshops for parents/carers to:
  - increase their understanding of the internet.
  - discuss the serious safeguarding issues and risks for children online and how to keep them safe.
- coordinate short e-Safety presentations developed by pupils or students that they will present at school events.
- develop a progressive internet safety curriculum for the whole school.
- ensure all new school staff are aware of and sign the Acceptable Use Agreement.
- ensure all pupils or students understand the Online Acceptable Use Agreement before signing.
- ensure all pupils or students/Carers are aware of and sign the Acceptable Use Agreement.
- lead the development of this policy throughout the school.
- work closely with the Education Director.
- make effective use of relevant research and information to improve this policy.
- provide guidance and support to all staff.
- provide training for all staff on induction and when the need arises. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- keep up to date with new developments and resources.
- review and monitor.

Filtering and Monitoring Review

Helm Academy will undertake a formal review of filtering and monitoring systems at least annually.

Reviews will involve:

- the Designated Safeguarding Lead;
- senior leaders;
- relevant IT personnel;
- external providers where appropriate.

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EMPOWERING MINDS, NAVIGATING FUTURES

The review will evaluate:

- effectiveness of filtering arrangements;
- effectiveness of monitoring arrangements;
- safeguarding incidents identified through monitoring;
- emerging online risks;
- risks associated with artificial intelligence technologies.

Records of reviews, actions and improvements will be retained

Role of Parents/Carers and Partnerships with Parents/Carers

Parents/Carers are:

- asked to work hard with the school to establish excellent home-school relationships.
- aware that we have a responsibility for the welfare of all our pupils or students.
- aware that we have a duty to involve Social Services or any other agency if we have any concerns about a child.
- aware that under certain circumstances we will involve an agency without informing them if we think that by
- so doing, we will place the child at even greater risk.
- aware that they will be kept up to date with all our actions.

We will ask parents/carers if:

- they have any concerns about the safety of their child when in school.
- they feel enough time is given to children to learn how to keep safe.
- they know who to talk to if they have any concerns.
- they feel their views are listened to and acted upon

The Designated Safeguarding Lead: The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

- will ensure that parents/carers are aware of this policy.
- will respect parents/carers and children's need for privacy.
- will respect families from different backgrounds and cultures if it does not put the child at risk.
- when making a referral will share all information with parents/carers unless it places the child at risk.

Role and Partnership with Agencies

We work in close partnership with all school agencies as the safety and protection of children is of paramount importance to everyone in this school.

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EMPOWERING MINDS, NAVIGATING FUTURES

7. Types of Abuse, neglect and exploitation

We recognise that the safety and protection of pupils or students is the responsibility of all **school staff** as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

We acknowledge that children can be harmed **physically, emotionally, sexually, by neglect and via exploitation.** We are aware these are rarely standalone events and cannot be covered by one definition or one label alone. It is our duty to report any concerns that we have regarding child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child, then child protection procedures will be applied to both children.

All school staff and education board have undertaken training in the early identification of abuse and neglect and are aware of the indicators so that they are able to identify cases of children who may be in need of help

or protection. In doubt, they will consult with the designated safeguarding lead. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

School staff are 'aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.'

We are aware that risk indicators that are frequently found in cases of child abuse is not proof that abuse has occurred, but they must be regarded as indicators of the possibility of significant harm.

We must be aware that the absence of such indicators does not mean that abuse or neglect has not occurred.

We must be alert to the following **non-specific signs** which may indicate that something is wrong with a pupil:

- Suspicious bruises with unsatisfactory explanations
- Suspicious injuries with unsatisfactory explanations
- Self-injury unsatisfactory explanations
- Age-inappropriate sexual behaviour
- Significant change in behaviour
- Significant change in attendance
- Aggressive and attention seeking behaviour
- Extreme anger or sadness
- Depression
- Lack of self-esteem

We must be aware of the potential risk to children when a child appears frightened of either parent/carer or of other associated adults or children.

We must be alert to when a parent or carer:

- has a record of being persistently late in collecting their child from school
- appears to be misusing alcohol or drugs.
- appears to be having mental health issues.
- appears to be in a domestic abuse relationship.
- persistently avoids treatment for their child's episodic illnesses.
- persistently refuses to allow home access to healthcare or social services.
- frequently complains about their child and in the child's presence.
- frequently fails to give any form of attention or praise to child.
- has unrealistic expectations of their child.
- develops a relationship with a previously known or suspected child abuser

We ensure that school staff are 'well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.' Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

We are aware that children who have 'suffered abuse or neglect or other potentially traumatic adverse childhood experiences', may experience a lasting 'impact throughout childhood, adolescence and into adulthood'. Children's experiences can have an impact on their mental health, behaviour and education. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

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

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

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 12 take places wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Helm Academy participates in Operation Encompass.

Operation Encompass is a national safeguarding partnership which ensures that schools are informed before the start of the next school day when a child has been exposed to a domestic abuse incident.

The DSL will receive and manage notifications to ensure timely support and intervention is provided to children affected by domestic abuse.

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 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 cyberbullying), 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, 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 a high level of violence, whether 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 because 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 (including 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.

Child Criminal Exploitation (CCE)

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate, or deceive a child into criminal or sexual activity, it may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced or manipulated into transporting drugs or money through county lines, into committing vehicle crime or serious crimes to others, to work in cannabis factories, forced to shoplift or pickpocket, or to threaten other young people.

Staff should make themselves aware of issues surrounding County Lines. Children can become trapped by this type of exploitation as they or their families are threatened with violence or coerced into debts, into carrying weapons or having weapons as a form of protection. They need to be treated as victims for being susceptible, despite the fact they might have committed crimes themselves.
CCE can differ for girls, having different indicators, however girls are at risk too. Both girls and boys as victims of CCE are at a higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. It can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.
CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.

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

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)

We must undertake the following procedure if a pupil makes a disclosure to them:

- Listen to the pupil
- Remain calm
- Offer reassurance
- Do not ask the pupil to remove or adjust clothing if bruises are observed
- Do not ask leading questions
- Let the pupil speak freely
- Accept what has been told them without challenge
- Do not offer opinion or criticise or lay blame
- Reassure the pupil at the end of the disclosure telling them that they have done the right thing
- Do not promise confidentiality but inform them that other people need to be told
- Record accurately and factually what the child has said in note form
- Record observed injuries or bruises on a map of the body

- Submit a completed incident record sheet to the designated person who will seek advice from the Local
- Authority Designated Officer

We must undertake the following procedure if we suspect a child may be a victim of abuse:

- Record accurately and factually what they have seen in note form.
- Submit a completed incident record sheet to the DSL.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Injuries caused by Physical Abuse		
Bruising on:	**Burns, Scalds and Bite Marks**	**Fractures.**
✓ cheeks, ears, palms, arms, and feet. ✓ eyes without bruising to the forehead. ✓ several areas of the head or on areas unlikely to be injured accidentally. ✓ the back, ears, palms, arms, and feet. ✓ the upper arms or outer thighs. ✓ any part of the body caused by fingers, a hand, or an object. ✓ any part of a non-mobile child	**Burns** on: ✓ the back of hands, feet, legs, genitals, or buttocks. ✓ which have a clear shape such as a cigarette burn or lineal burns **Scalds** that have a line indicating immersion or poured liquid. **Bite marks** left by a human on the body leave clear impressions of the teeth and are oval or crescent shaped.	✓ may cause pain, swelling and discoloration over a bone or joint. ✓ on non-mobile children are rarely seen are a cause for concern

Recognising Emotional Abuse	Recognising Neglect
✓ Low self-esteem and lack of confidence ✓ Eating disorders ✓ Self-harming behaviours ✓ Problems with relationships and socializing ✓ Withdrawn personality or prefers to be a loner ✓ Physical, emotional, and mental delay ✓ Aggressive, rebellious, and violent behaviour ✓ Abnormal attachment between child and parent/carer ✓ Scape-goated within the family	✓ Poor hygiene ✓ Unwashed /inadequate clothing ✓ Frequent, untreated bouts of head lice ✓ Poor attendance ✓ Poor punctuality ✓ Problems with relationships and socialising ✓ Withdrawn and isolated ✓ Untreated health problems ✓ Frequent missed medical / dental appointments ✓ Poor parental supervision of child ✓ Child appears listless, apathetic, and irresponsive with no apparent medical cause ✓ Weight loss ✓ Child thrives away from the home environment ✓ Parents intoxicated or violent ✓ Child abandoned or left for long periods

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Recognising Sexual Abuse	Recognising Child Sexual Exploitation
✓ Sexually explicit behaviour, play or conversation ✓ Unwillingness to remove clothes for PE or sport activities ✓ Pain or itching of genital area ✓ Soiled clothes ✓ Unexplained expensive gifts, toys or favours ✓ Withdrawn or isolated behaviour ✓ Sleep problems ✓ Aggressive behaviour ✓	✓ Inappropriate sexual or sexualised behaviour ✓ Underage sexual behaviour ✓ Injuries from physical assault, physical restraint, sexual assault ✓ Unexplained expensive gifts ✓ Provocatively dressed ✓ Using multiple mobile phones ✓ Children collected from school by unknown adults ✓ Going out with older boy/girl friends ✓ Poor attendance ✓ Truancy ✓ Exclusion ✓ Disengagement with school and education ✓ Mood swings and unexplained behaviour or personality changes ✓ Eating disorders ✓ Self-harming ✓ Drug or alcohol abuse ✓ Involved in gangs etc ✓ Involved in crime and known to the police

Recognising Sexual Harassment and sexual violence between children
✓ Sexual comments both online and in person ✓ Sexual taunting both online and in person ✓ Close physical behaviour ✓ Interfering with someone's clothes ✓ Displaying photos, pictures, or drawings of a sexual nature ✓ Online sexual harassment ✓ Non-consensual sharing of sexual images and videos ✓ Sexualised online bullying ✓ Sexual threats

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Recognising the signs of Female Genital Mutilation	
Signs that FGM may be about to take place	**Signs that FGM has taken place**
✓ Parents who originate from one of the 'at risk' countries planning to take a long trip abroad ✓ Child excited about taking part in a 'special' ceremony that involves being cut ✓ Background information indicates that an older has undergone FGM	✓ Difficulty walking, standing, or sitting after prolonged absence from school ✓ Spending longer in the bathroom or toilet ✓ Appearing withdrawn, anxious, or depressed ✓ Displaying unusual behaviour after an absence ✓ Being particularly reluctant to undergo normal medical examinations ✓ Asking for help, but may not be explicit about the problem due to embarrassment or fear

Recognising Child Exploitation / 'County Lines' Criminal Activity
✓ Significant decline in performance and results ✓ Changes in emotional well-being ✓ Persistence absence from school ✓ Persistence absence from home without explanation and being found out of area ✓ Self-harming and unexplained injuries ✓ Association with older individuals, groups, and gangs ✓ Identified with carrying weapons in and out of school ✓ Unexplained expensive gifts ✓ Using multiple mobile phones

Recognising the signs of Radicalisation
✓ Significant changes to appearance and behaviour ✓ Significant decline in performance and results ✓ Displays low self-esteem ✓ Rejection of cultural and religious heritage ✓ Demonstrating and speaking about radical views ✓ Possession of violent extremist literature ✓ Associated with individuals or gangs linked to extremist organisations

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Safeguarding Issues

We are aware that safeguarding issues can manifest themselves via **Child-on-Child abuse** in the form of:

- bullying (including cyberbullying, prejudiced-based and discriminatory bullying) **(see Anti-Bullying and Anti-Cyberbullying policy)**.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm and an online element which facilitates, threatens and/or encourages physical abuse.
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- abuse in intimate personal relationships between peers.
- sexual violence, such as rape, assault by penetration and sexual assault or an online element which facilitates, threatens and/or encourages sexual violence **(see Dealing with Sexual Violence and Sexual Harassment policy).**
- engaging in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- upskirting **(see Mobile Phone Safety and Acceptable Use policy),** which is now a new criminal offence following the introduction of the Voyeurism (Offences) Act 2019, typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm (We must be aware that a very young pupil or one with SEND may be aware that she has been the victim of this act but might be intimidated or unaware of her right to complain). This policy aligns with KCSIE (latest) and Working Together (latest). Safeguarding decisions follow: Concern → Record → DSL Review → Threshold → Action → Review.
- 'Nudes & semi-nudes' also known as youth produced sexual imagery is defined as the production and specifically the consensual and non-consensual sharing of nude and semi-nude images and/or videos, sharing of sexual photos and videos (nude or nearly nude images and/or sexual acts) of young people who are under the age of 18 **(see Mobile Phone Safety and Acceptable Use policy)** and
- initiation/hazing type violence and rituals (including an online element) such as: activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

We ensure that all school staff must be aware of indicators, which may signal that children are at risk from, or are involved
with **serious violent crime** such as:

- increased absence from school.
- a change in friendships or relationships with older individuals or groups.
- a significant decline in performance.
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

- the possession of unexplained gifts or new possessions which could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and knife crime

Serious Violence and Weapon Related Risks

All staff should be aware of indicators that may signal children are at risk from, or involved with, serious violence.

These indicators may include:

- carrying weapons;
- threats involving weapons;
- unexplained injuries;
- gang association;
- increased absence from education;
- involvement in county lines activity;
- significant changes in behaviour;
- exploitation by criminal groups.

The school will work with safeguarding partners, police and other agencies to develop risk management and safety planning arrangements where required.

We are aware that **female genital mutilation (FGM**) is a form of child abuse and violence against women and affects girls particularly from North African countries. It is illegal in England and Wales to allow girls to undergo this practice, which involves the 'partial or total removal of the external female genitalia for non-medical reasons'. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.

We are aware that section 5b of the FGM Act 2003 has introduced a mandatory reporting duty which requires health and social care professionals and teachers in England and Wales to report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out. The signs to look out for are:

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

- Difficulty walking, standing, or sitting.
- Spending longer in the bathroom or toilet.
- Appearing withdrawn, anxious, or depressed.
- Displaying unusual behaviour after an absence from school or college. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- Being particularly reluctant to undergo normal medical examinations.
- Asking for help but may not be explicit about the problem due to embarrassment or fear.

Mandatory reporting duty does not apply if a person suspects that FGM has been carried out or whether they consider a girl may be at risk of FGM. In this instant we are expected to follow local safeguarding procedures. School staff who fail to comply with the mandatory duty face disciplinary procedures.

We are aware that '**so-called 'honour-based' violence (HBV)** encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including

female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.'

School staff who have a concern regarding a child that might be at risk of HBV or who has suffered from HBV will report their concern to the DSL or deputy DSL.

We are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. We must consider, always, the context within which such incidents and/or behaviours occur. This is known as '**contextual safeguarding**, which simply means assessments of children considering whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.' Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

We are aware that **'Child sexual exploitation' (see Policy)** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. it can also occur using technology.' We will report any concerns we may have regarding a pupil being possibly sexually exploited.

(Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE February 2017))

We ensure all school staff are aware of the **Behaviour** policy which is annually reviewed. We realise that pupils or students' behaviour improves, and they feel safer and happier in school if school staff consistently apply this policy and maintain regular classroom routines. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

We strongly endorse the banning of all forms of **corporal punishment** which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use **reasonable force (see Positive Handling (Restraint of Pupils or students) policy)** to control or restrain pupils or students in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils or students.

We ensure all school staff are aware of systems that support safeguarding which is explained to them as part of staff induction. (s**ee School Staff Code of Conduct policy).**

We have a duty to ensure that 'all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may

have. **Children missing education (see Policy)** are at significant risk of underachieving, being victims of abuse, sexual exploitation, and child criminal exploitation and becoming NEET (not in education, employment, or training) later in life.' (Children Missing Education: statutory guidance for local authorities (DfE)). Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation. The school's response to children missing from education supports identifying such abuse and also helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and they have a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

We understand that children that are particularly at risk of missing education are:

- pupils or students at risk of harm/neglect
- children of Gypsy, Roma, and Traveler families
- families of Armed Forces staff
- missing children/runaways
- children and young people supervised by the Youth Justice System
- children who cease to attend a school

We recognise that anyone who meets children such as the Head of School, teaching staff, support staff, volunteers, and contractors are vulnerable to accusations of abuse.

We acknowledge that dealing with **allegations** is a stressful, demanding, complex and delicate process for all involved. But we will ensure that all allegations will be taken seriously and investigated immediately and impartially in order to provide instant and effective protection for the child concerned and to provide support for the person who is the subject of the allegation. 'The procedures for dealing with allegations need to be applied with common sense and judgement. The following definitions will be used when determining the outcome of allegation investigations:

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

- **substantiated:** there is sufficient evidence to prove the allegation.
- **malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- **false:** there is sufficient evidence to disprove the allegation.
- **unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation but the term, therefore, does not imply guilt or innocence.
- **unfounded:** where there is no evidence or proper basis which supports the allegation being made.

We have a statutory duty of care to safeguarding the welfare of children and vulnerable adults and providing them with a safe learning environment. We have created and maintain a **culture of safe recruitment (see Safer Recruitment and Retention policy)** by establishing and maintaining correct procedures that will 'help deter, reject or identify people who might abuse children.'

We are committed in establishing and maintaining correct procedures and checks **(see Disclosure and Barring Checks policy)** for safer recruitment for all new staff, supply staff, contractors, volunteers and education board and the establishment of sound working relationships with parents and support agencies.

We ensure that photographs taken in school or off-site by school staff of pupils or students working or taking part in school events will only be taken by using a school camera. Under no circumstance will a member of the school staff use their mobile phone to photograph pupils or students or to send the image to parents. We believe we have a duty to prevent the unauthorised taking and publication of images of school staff.

We deal with all incidents of **Nudes & semi-nudes (see Mobile Phone Safety and Acceptable Use policy)** that involves the consensual and non-consensual sharing of nude and semi-nude images and/or videos via mobiles or over the Internet.'

We have a duty to ensure the **online safety (see Acceptable Use of ICT policy)** of all pupils or students and school staff. We also have a duty to provide pupils or students with quality Internet access as part of their learning experience across all curricular areas. The use of the Internet is an invaluable tool in the development of lifelong learning skills.
It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils or students, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but classified into:

- **content**: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism, extremist content, misogynistic content, self-harm content, deepfake content, misinformation and disinformation. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.
- **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, coercion, online exploitation, manipulation through AI chatbots, financial or 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 cyberbullying, image-based abuse, sharing AI-generated imagery, online harassment. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. Phishing, scams, financial exploitation, gambling, fraudulent AI-generated advertising If you feel your pupils or students, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

We believe that correctly used **Internet access** will not only raise standards, but it will support teacher's professional work, and it will enhance the school's management information and business administration systems.

Helm Academy
EMPOWERING MINDS · NAVIGATING FUTURES

We acknowledge that the increased provision of the Internet in and out of school brings with it the need to ensure that learners are safe. We need to teach pupils or students how to evaluate Internet information and to take care of their own safety and security.

E-Safety (see Policy), which encompasses Internet technologies and electronic communications, will educate pupils or students about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.

Artificial Intelligence, Deepfakes and Emerging Technology

Helm Academy recognises that the rapid development of artificial intelligence technologies presents both educational opportunities and safeguarding risks.

Safeguarding concerns may arise from:

- AI-generated images and videos;
- deepfakes;
- AI-generated nude or semi-nude images;
- AI chatbots;
- harmful or manipulative algorithms;
- misinformation and disinformation;
- online scams and exploitation facilitated by AI technologies.

Any concern involving AI-generated content, including AI-generated sexual imagery, will be treated as a safeguarding concern and managed in line with child protection procedures, online safety guidance and UKCIS recommendations.

We work hard to ensure children are safe from **knife crime** at school, but we realise that the most dangerous time for children is when they leave the schools premises.

We believe that to prevent children getting involved with knives is to:

- identify, support, help and protect children on the school site.
- to teach children about the dangers of knives and related dangers from an early age.
- review our PSHE curriculum and to see how this reflects local safeguarding issues and trends especially knife crime.
- introduce anti-knife crime sessions into the PSHE curriculum and anti-knife crime workshops for parents
- engage with parents and highlight ways that they can talk to their children about all safeguarding issues.
- work with and have close links with parents, the police, the local authority, health, youth services, welfare services, housing services and the local community.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

We have a duty to safeguard children, young people, and families from **violent extremism (see Prevent Duty - Dealing with Extremism and Radicalisation policy)**. We are aware that there are extremists' groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils or students being drawn into terrorism. School staff must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the

Designated Safeguarding Lead. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

We are aware that under the **'Counterterrorism and Security Act 2015'** we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school staff are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils or students' welfare. Within this environment we work hard to build pupils or students' resilience to radicalisation and extremism by promoting fundamental **British values (see Promoting British Values policy)** and for everyone to understand the risks associated with terrorism. We want pupils or students to develop their knowledge and skills to challenge extremist views.

Advice and support to protecting children from the risk of radicalisation is provided for all school staff by the **Designated Safeguarding Lead** who has undertaken Prevent awareness training (Workshop to Raise Awareness of Prevent). Online general awareness training will also be provided by the Channel programme for all school staff who provide support to those who have been identified as being vulnerable to being drawn into terrorism. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

We recognise **whistleblowing (see Policy)** is the reporting of suspected wrongdoing in the workplace which is regarded as making a disclosure in the public interest. We actively encourage all school staff and visitors to school to report any serious concerns they may have about any aspect of the school such as:

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

- health and safety concerns
- damage to the school environment
- a criminal offence that has taken place or is about to take place
- disobeying the law
- the covering up of a wrongdoing
- the conduct of its staff or others acting on behalf of the school.

We are committed to providing quality education for all our pupils or students which are ‘Looked After Children’. It is nationally recognised that ‘Looked after Children’ significantly underachieve and are at greater risk of exclusion when compared with their peers. Therefore, we believe we have a duty ‘to safeguard ‘Looked After Children’, to promote their educational achievements and to ensure they are able to achieve and reach their full potential’. (Children Act 2004).

We are aware that children with **special educational needs (see Policy)** and disabilities can face additional safeguarding challenges. We have a duty to ensure school staff have the skills, knowledge and understanding to be alert to the additional safeguarding challenges to children with special educational

needs and disabilities. All school staff are trained to be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether they have a statutory Education, Health and Care Plan)

8. Curriculum

We will ensure that pupils or students are taught about safeguarding, including online safety as part of a broad and balanced curriculum by covering relevant issues through:

- Relationships and Sex Education
- Personal, Social, Health and Economic (PSHE) Education
- Health Education

We want to equip children with the necessary skills and awareness to stay safe from abuse. We want them to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

9. Parents/Carers

We are committed to establishing and maintaining an ethos where children and **parents/carers** feel secure in being able to talk confidently to school staff about any concerns or fears they may have, knowing that they will be taken seriously.

We have a duty to ensure that under no circumstances will we **disclose** to a **parent/carer** any information held on a child if this would put the child at risk of significant harm.

Helm Academy
EMPOWERING MINDS, ENRICHING FUTURES

We are aware that more than 90% of abuse cases involve someone a child already knows such as a family member or close friend. We agree with the advice from NSPCC that 'parents should not leave it up to teachers' to talk to children about sexual abuse but to talk to them themselves.

Therefore, we will organise awareness training workshops for parents outlining various ways and opportunities for them to approach this delicate subject. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

10. Training Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

We will ensure that all adults in the school community attend regular **awareness training** on a wide range of safeguarding topics and that both Designated Safeguarding Leads undertake formal DSL training every two years and receive safeguarding updates, briefings and professional development at least annually and

whenever significant safeguarding changes occur in their role. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

We:

- Have in place appropriate training for all safeguarding policies that is undertaken by a registered training provider. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- Ensure all school personnel have received appropriate training in all safeguarding policies. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- Ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- Can provide data that evidences staff understanding by using a simple, short, multiple-choice test through one of the following applications such as: Google forms, Microsoft forms, Kahoot or Survey Monkey.
- Have in place evidence for all staff that highlights the knowledge gaps in the training; that shows that knowledge gaps are corrected. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

11. Data Protection

We are aware that the General Data Protection Regulations (GDPR) **(see Data Protection and the General Data Protection Regulation policy)** is incorporated into the UK Data Protection Act 2018 (DPA) making changes to many previous data protection rules and regulations that schools, academies, and other educational establishments adhered to under the previous DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We have a duty not to 'prevent, or limit, the sharing of information for the purposes of keeping children safe'. We are aware that legal and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children.' The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.

Staff must understand that data protection legislation, including the Data Protection Act 2018 and UK GDPR, does not prevent the sharing of information where this is necessary to safeguard and promote the welfare of children.
Concerns about information sharing must never stand in the way of protecting a child from harm

We have a duty to retain all data on the safeguarding file for a long period as it 'forms part of an important story that may be needed retrospectively for many years.'
Data Protection Officer – Fitri Brock

Helm Academy
EMPOWERING MINDS · NAVIGATING FUTURES

12. Equality

We have a commitment to promote **equality (see Equality and Diversity policy)**. Therefore, an equality impact assessment has been undertaken, and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation**. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been **equality impact assessed,** and we believe that it is in line with the Equality Act 2010 as it is fair, it does not priorities or disadvantage any pupil and it helps to promote equality at this school.

13. Procedures

Acceptable Internet Use and Agreement

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Information and communications technology includes all forms of computing, the internet, telecommunications, digital media, and mobile phones. School staff have clear responsibilities for the use of all ICT equipment and ICT facilities.

Procedures

School staff must:

- sign and date the 'Acceptable Use of ICT Agreement'.
- be fully aware of and implement the internet safety policy.
- be aware of the acceptable user guidelines.
- protect their username and passwords.
- log off when using a computer.
- report any misuse of the ICT equipment or the ICT facilities of this school.
- ensure the internet safety of all pupils or students within this school.
- not use illegal software or access inappropriate websites when in school or they face dismissal. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.
- attend training regarding: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- Computer Misuse

- Data Protection
- Copyright
- Prevent Duty
- Counter Terrorism
- be aware of the increased risk of online radicalisation and alert to changes in pupil's behaviour. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- be able to identify those who may be vulnerable to radicalisation or being influenced by extremist views.
- report any concerns they have to the Designated Safeguarding Lead. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- work hard to create a safe environment where we promote pupils or students' welfare and to build pupils or students' resilience to radicalisation and extremism.

Administering Medicines

Under the standard terms and conditions for the employment of teachers there is no legal duty for them to administer or to supervise a child taking medication. THE SCHOOL DOES NOT ADMINISTER OVER THE COUNTER MEDICATION – ONLY MEDICATION PRESCRIBED BY A REGISTERED PHYSICIAN (WHICH MUST BE SIGNED IN USING THE FOLLOWING PROCEDURES). PUPILS ARE NOT PERMITTED TO HAVE OVER THE COUNTER MEDICATION ON THEIR PERSON – antibiotics should not normally be required to be taken during the school day. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.

Administration of medicines by any member of the school staff is undertaken purely on a voluntary basis and individual decisions will be respected. However, appropriate training will be provided before any member of the school staff who has volunteered and accepted this role to be familiar with all administration of medication procedures. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

Helm Academy
EMPOWERING MINDS · NAVIGATING FUTURES

Procedures

Effective strategies and examples of good practice for the administration of prescribed medicines are in place. Members of the school staff who have volunteered to administer or supervise the taking of medication will:

- undertake appropriate training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- be up to date with the Individual Health Care Plans for those pupils or students with specific medical needs or emergency medication such as asthma inhalers or EpiPen's.
- be aware of Individual Health Care Plans and of symptoms which may require emergency action.
- read and check the Medical Consent Forms before administering or supervising the taking of medicines.
- check that the medication belongs to the named pupil.
- check that the medication is within the expiry date.
- inform the parents if the medication has reached its expiry date.
- confirm the dosage/frequency on each occasion and consult the medicine record form to prevent double dosage.
- record on the medication record all relevant details of when medication was given.

- Ensure that the administration of the medicine was witnessed and that the witness has also completed the administration forms completely and accurately.
- return medications to the secure cabinet for storage.
- always take appropriate hygiene precautions.
- record when a child refuses to take medication.
- immediately inform the parent/carer of this refusal

Before medications are administered parents/carers must provide written permission by completing the Medication Consent Form which includes:

- Name and date of birth of the child
- Name and contact details of the parent/carer
- Name and contact details of GP
- Name of medicines
- Details of prescribed dosage
- Date and time of last dosage given
- Expiry date of medication
- Storage details
- the medication in its original container
- sufficient medicine for the dosage to be given in school
- appropriately deliver the medicine to school (not sent with the child!)

All medications are kept in a secure place such as a small secure fridge / lockable cabinet (dependent on the type of medicine required) and accessible only to the designated persons. All school staff must attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- General information about medication
- Administering medications
- Safe use and storage of medications
- Dealing with emergencies
- Asthma
- Diabetes
- Epilepsy
- Sharps and needles

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Advocates and Independent Visitors

Advocacy 'is about speaking up for children and young people. Advocacy is about empowering children and young people to make sure that their rights are respected, and their views and wishes are always heard. Advocacy is about representing the views, wishes, and needs of children and young people to decision-makers and helping them to navigate the system.' (National Standards for the Provision of Children's Advocacy Services (2002))

Procedures

School staff must:

- treat children and young people fairly, equally and with respect.
- be aware that children and young people have the right to express themselves and have their views heard as stated in Article 12 of the UN Convention on the Rights of the Child and the Human Rights Act 1998.

- be aware that the advocacy services, by using their vast experience and knowledge, have an important role to play in the promotion of the rights of individual children and young people.
- be aware that Advocates:
- work for children and young people and no one else
- value and respect children and young people as individuals
- listen to children and young people
- support the views, wishes or feelings of children and young people
- make the views of children and young people known
- help children and young people understand their rights
- act in confidence
- challenge all types of unlawful discrimination
- ensure children and young people understand what is happening to them
- exercise choice when decisions about children and young people are being made
- help children and young people raise issues and concerns or make informal or formal complaints about things they are not happy with
- not pressurise, persuade or take a course of action without the permission of the child or young person
- make children and young people aware of the existence of the advocacy services, allowing them to gain easy access to them, making them aware that advocates are their voice and act exclusively on their behalf.
- work closely with independent visitors (IVs) who are adult volunteers independent of the local authority who befriend, support, and advise vulnerable children and young people being looked after by the local authority.
- be aware that IVs will:

    - have some awareness and understanding of children and young people
    - be committed to children's rights and needs
    - be sensitive to the needs and wishes of children and young people
    - support vulnerable children and young people that they are matched with
    - be reliable and trustworthy
    - be good communicators
    - have a sense of humour
    - listen attentively and in confidence
    - be non-judgmental and tolerant
    - be prepared for a long-term commitment of two years minimum
    - establish a relationship of trust and support
    - give encouragement
    - question and challenge people on behalf of the child or young person
    - make regular visits
    - provide information and advice
    - report any concerns regarding the welfare or safety of the child or young person
    - organise appropriate activities and trips
    - take an interest in any hobbies the child or young person may have
    - promote the developmental, social, emotional, religious, and cultural needs of children and young people who are referred by the local authority to the Independent Visitor Scheme.
    - receive awareness training on this policy Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

Helm Academy
EMPOWERING MINDS, SHAPING FUTURES

Allegations against School Staff (See Annex 1)

School staff are vulnerable to accusations of abuse because of their daily contact with children. Allegations against school staff are a stressful, demanding, complex and delicate process for all involved.

All allegations will be taken seriously and investigated immediately and impartially to provide instant and effective protection for the child concerned and to provide support for the person who is the subject of the allegation. Once an allegation has been made a full investigation will be undertaken.

Procedures

School staff will:

- protect themselves against false accusations by treating all children with dignity and respect.
- ensure that they never work alone with a child.
- always maintain a safe and appropriate distance, avoiding physical contact and being cautious when dealing with sensitive moments.
- not suffer unnecessarily when false allegations have been made against them.
- when reporting allegations:
    - make a dated and timed written record of the disclosure or incident causing concern about a member of the school staff or a school volunteer.
    - inform the Designated Safeguarding Lead. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
    - make a dated and timed written record of the disclosure or incident causing concern about the Head of School.
    - make a dated and timed written record of the disclosure or incident causing concern about a pupil.
    - inform the Designated Safeguarding Lead The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- be aware that when an allegation has been made against them, they may be suspended if:
    - a child or children are at risk.
    - the allegation is of a profoundly serious nature.
    - it will help in the smooth running of the investigation.
- be aware that when an allegation has been made and during the investigation everything possible will be done to maintain confidentiality.
- undertake training in: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - Safeguarding and Child Protection
    - School Staff Code of Conduct
    - Disciplinary Procedure

Helm Academy
EMPOWERING WORLD CLASS LEADERS

Anti-Bullying

Bullying takes many forms such as physical, Allergy based, verbal, social exclusion and the misuse of mobile phones and Internet social networking websites. It is our duty to look out for all signs of bullying and to take the appropriate action to stop it. All incidents of alleged bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all pupils or students.

Procedures

School staff will:

- protect pupils or students from bullying as part of their responsibility to provide a safe, secure, caring, and friendly school environment.
- be aware of the signs of bullying to prevent bullying from taking place.
- take all forms of bullying seriously.
- not tolerate any form of bullying.
- deal with all incidents of bullying promptly and effectively to promote the wellbeing of all pupils or students.
- investigate all reported incidents of bullying.
- report and record all incidents of bullying.
- encourage all pupils or students to report any incident of bullying to a member of the school staff.
- ensure that all pupils or students understand that bullying is wrong.
- support any pupil who has been bullied.
- encourage any bully to change their behaviour. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- impose sanctions on any pupil who continues to bully.
- work closely with external agencies to support pupils or students who experience bullying.
- build pupils or students' resilience to bullying.
- make sure that all pupils or students know what to do if they are bullied.
- encourage pupils or students to report any incidents of bullying to any member of the school staff.
- raise awareness of the wrongs of bullying through personal and social education and religious education.
- help to organise an anti-bullying week.
- plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics.
- use playtime and lunchtime support systems to reduce the risk of bullying such as:
  - friendship stops
  - playground buddies
  - peer mentors
  - safe places for vulnerable groups
- use preventative strategies in the classroom such as circle time and buddy systems.
- undertake the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
  - What is bullying?
  - How to identify, prevent and manage bullying.
  - Types of bullying such as Cyberbullying, bullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion, and culture.
  - Recognising bullying.
  - Anti-bullying strategies.
  - How to deal with a bullying incident.
  - Counselling the bullied and the bullies.
  - Anti-bullying week.
  - Tackling Homophobia
  - Building pupils or students resilience to bullying.

Helm Academy
EMPOWERING MINDS NAVIGATING FUTURES

- Working and co-operating with parents and carers

Anti-Cyber Bullying

Cyber bullying is the use of a mobile phone or the internet to deliberately upset another person. School staff have a responsibility to ensure that cyber bullying does not take place in this school by ensuring pupils or students, school staff and parents understand what it is and how it can be prevented.

Cyber bullying is highly intrusive and the hurt it causes can be very severe as it leaves no physical scars and is not easy to detect by a parent/carer or a teacher.

Cyber bullying can take place anywhere and can target pupils or students and school staff. There are many types of cyber bullying such as text messages, picture/video clips, mobile phone calls, emails, chat room bullying, instant messaging and the use of websites to convey threats, intimidation, harassment etc.

Procedures

School staff:

- have a duty of care to protect pupils or students from cyber bullying.
- must be alert to the dangers of cyber bullying.
- will work closely with the ICT coordinator (ASL) to review how the school network is monitored.
- must report all incidents of cyber bullying.
- will deal with all incidents of cyber bullying quickly and effectively.
- will provide support for those pupils or students and school staff who may be victims of cyber bullying.
- must encourage any cyber bully to change their behaviour. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- will ensure that no pupil has unsupervised access to the Internet.
- Be aware and have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- must regularly remind pupils or students of:
    - the safe use of the IT suite.
    - the Acceptable Use Policy.
    - the need to report any incident of cyber bullying to a member of the school staff.

- will inform pupils or students of the dangers of cyber bullying through PSHE, collective worship, anti-bullying week activities etc.
- are advised not to give their mobile phone numbers or email addresses to any pupil.
- are advised not to accept as a 'friend' any pupil on their Facebook page.
- will encourage pupils or students to report all incidents of cyber bullying to a member of the school staff.
- will encourage pupils or students not to bring mobile phones to school unless they have prior permission from the Head of School.
- will undertake training on the following: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - Safeguarding and Child Protection

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

- Anti-bullying
- Pupil Behaviour & Discipline Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- Acceptable Internet Use Agreement
- ICT

Alternative Provision

Helm Academy does not use the services of Alternative provisions, however, should we ever have the need to places a pupil with an alternative provision provider, we will continue to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

We will always obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that we can ensure that appropriate safeguarding checks have been carried out on new staff.

Helm Academy always knows where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We should regularly review the alternative provision placements we make. Reviews to be frequent enough (at least half termly) to provide assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement is immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

- Alternative Provision DFE statutory guidance and
- Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk) – DFE statutory guidance.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Behaviour Policy Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

School staff must work in a safe and secure school environment where violence, threatening behaviour or abuse to any member of the school community is not tolerated. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

Any form of physical attack, attack against property or possessions, serious verbal abuse and threats or anti-social behaviour as acts of violence or aggression are unlawful. Appropriate action against pupils or students or parents/carers or others will be taken to ensure all school staff always feel safe and do not work in fear of threats, violence, or abuse. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

Procedures

School staff must:

- take reasonable care of themselves and others whilst at work.
- work with the Head of School on the Risk Assessment process by completing a fact-finding questionnaire on the likelihood of them being subjected to violence or abuse in any form.
- prevent violent incidents occurring by avoiding situations that will provoke violent or aggressive behaviour from pupils or students who are known to have these tendencies. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- undertake training in: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - recognising the signs of potential violent or aggressive situations developing.
    - school safety and security procedures.
    - personal safety awareness:
        - basic breakaway techniques
        - safe methods of work
        - recognising verbal and non-verbal precursors to aggression
        - defusing acts of aggression
        - calming potential assailants
        - confidence building
        - dealing with stress after an act aggression
- identifying and dealing with potentially difficult situations.
- physical restraint of pupils or students
    - report any incident of violence and aggression.
    - ensure that all incidents are reported to the Head of School .
    - implement the school's equalities policy and schemes.
    - report and deal with all incidents of discrimination.
    - attend appropriate training sessions on equality. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - report any concerns they have on any aspect of the school community

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

when confronted with **an incident** school staff should:

- stay calm.
- stand back and listen.
- Always concentrate.
- look for signs that could result in unpredictable behaviour. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- seek assistance from another member of the school staff.
- act in a calm controlled manner.
- speak in a quiet, slow, and friendly voice.
- not turn their back on the 'aggressor'.
- defuse the situation by listening and suggesting that the conversation takes place at some other time and place.
- move to a place of safety.

- only use restrictive physical intervention with a pupil as a last resort.
- record the incident at its conclusion.

when confronted with an **anti-social telephone conversation** school staff should:

- inform the caller that the conversation is being placed on speaker so that the conversation can be witnessed.
- if the inappropriate conversation continues then inform the caller that the tone of the conversation must improve, or it will be terminated.
- terminate the call if there is no improvement.
- record the incident on **Iris Adapt** at its conclusion and report it to the SLT.

must undertake **training** in: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- Health and safety
- Safeguarding and child protection
- Risk assessment
- Personal safety training Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- School security procedures
- Dealing with intruders
- Lone workers
- Positive handling (restraint of pupils or students)
- Accidents and emergencies
- Medical and first aid

Child Sexual Exploitation

Child sexual exploitation is a type of sexual abuse in which children are sexually exploited for money, power, or status. It can occur using technology without the child's immediate recognition for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Procedures

School staff must:

- recognise that child protection is their main responsibility.
- treat children's welfare with the utmost importance and sensitivity.
- develop pupil's self-confidence and self-esteem.
- attend training that deals with: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - The risk factors, signs, and indicators of child sex exploitation.
    - Safeguarding and Child Protection
    - Pupil Behaviour Policy Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
    - Anti-Bullying
    - Sex & Relationships

- E-safety
- Social and Emotional Aspects of Learning (SEAL)
- Medical & First Aid
- Equal opportunities
- Inclusion

- teach Social and Emotional Aspects of Learning (SEAL) that will deal with:
- the importance of healthy relationships and friendships
- appropriate touch
- keeping safe
- recognising and assessing risk
- knowing how and where to get help when needed
- teach pupils or students about the risk of online sexual exploitation.
- teach pupils or students the importance of e-safety and to know about:
- the online risks they may face
- how to recognise and deal with unsafe online contact
- how to report any concerns they may have to members of the school staff
- teach pupils or students about all other aspects of anti-bullying.
- be aware of the background of the children in their care.
- receive basic level 1 training at least once every three years. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- be aware of the Name of the Designated Safeguarding Lead. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- be aware of the effects of abuse and neglect on children.
- undertake training on responding to a child. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- be always alert to the signs of abuse namely physical, emotional, sexual or neglect.
- know how to report any suspected case of harm or abuse.
- report any concerns that they have about girls at risk of FGM.
- report any concerns that they have about pupils or students who may be vulnerable to radicalisation.
- establish a school and classroom environment where children feel safe to talk and where school staff listen to children.
- provide opportunities through the curriculum to address relevant issues and topics to promote their safety and well-being.
- encourage pupils or students to assess risks to themselves.
- report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead and how to contact the LADO and appropriate services. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- know what to do if a child makes a disclosure.
- not promise confidentiality to any child but always act in the interests of a child.
- receive support and counselling if they feel distressed from being involved with a case or incident.
- be kept up to date with changes in procedures.
- be prepared to attend a Strategy Meeting.
- be prepared to attend a Child Protection Case Conference.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Child Gone Missing on or Off Site

School security systems are in place to prevent pupils or students going missing from the school site or when they are attending an educational visit. The welfare of all our pupils or students is always our principal responsibility with all school staff ensuring the safety of pupils or students as all children have the right to be safe in our society.

Procedures

School staff will:

- undertake appropriate training in school security procedures. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- at all times be aware of the following:
  - entrances and exits are secure
  - windows are secure
  - challenging and dealing with unauthorized people on the school site
  - alarms are switched on
  - outside lighting is switched on
  - security of valuables and personal possessions
  - visitors and contractors
  - wearing identification badges
  - carrying personal alarms
  - monitor the effectiveness of school security procedures.
  - report any concerns about school security procedures.
  - inform and remind pupils or students of security procedures such as the reporting of unidentified school visitors.
  - remind pupils or students that should not leave the school premises or wander off while on an educational visit.
  - remind parents of school security procedures and the procedures for dealing with a missing child.
  - remind parents if they have provided correct and updated contact details.
  - be aware of school security procedures especially at the beginning and end of the school day.
  - in the event of a child has gone missing from the school site:
    - Inform the Head of School /Senior Leadership Team/School Office
    - Search the premises
    - Check the CCTV footage
    - If the child is still not found, then contact the police giving full details of the child
    - Search the immediate area surrounding the school
    - Contact the child's parents
    - When the child is found review security procedures

in the event of a child has gone missing when attending an educational visit off-site:

- Inform the activity leader
  - Search the area
  - Inform the police
  - Notify the school
  - When the child is found review security procedures

receive training on induction which specifically covers: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- Safeguarding and Child Protection

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EMPOWERING INDIVIDUAL LEARNING JOURNEYS

- School Security
- Health and Safety
- Pupil Behaviour and Discipline Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- Attendance and Truancy
- Supervision of Pupils or students
- Pastoral Care
- Troubled and Vulnerable Children
- Risk Assessment
- Dealing with Critical Incidents
- Equal opportunities
- Inclusion

Child Missing Education

Children that are particularly at risk of missing education are pupils or students at risk of harm/neglect/exploitation, children of Gypsy, Roma and Traveler families, families of Armed Forces staff, missing children/runaways, children and young people supervised by the Youth Justice System and children who cease to attend a school.

Procedures
School staff will:

- be aware that all children are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have.
- safeguard and promote the welfare of all children and individuals.
- set an example of punctuality and good attendance.
- ensure that registers are taken at the appropriate times and are accurate and up to date.
- be responsible for identifying trends in attendance and punctuality by monitoring class and individual attendance patterns.
- schools must have clarification that pupils who are absent, as well as missing, from education can be a warning sign of a range of safeguarding concerns including sexual abuse, sexual exploitation or child criminal exploitation.
- inform the school office of any concerns about attendance or suspected truancy.
- emphasise the importance of punctuality and good attendance with pupils or students and parents.
- discuss individual pupil attendance at parent-teacher consultations.
- identify, protect, and support those who might be vulnerable to being radicalised or influenced by extremist views.
- be vigilant against all forms of radicalisation and extremism.
- receive training which specifically covers: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - Attendance and Truancy https://www.gov.uk/government/publications/working-together-to-improve-school-attendance
    - Exclusion
    - Prevent Duty

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EMPOWERING MINDS, INSPIRING FUTURES

Dealing with Sexual Harassment and Sexual Violence

Sexual violence and sexual harassment can occur between two children of any sex or through a group of children sexually assaulting or sexually harassing a single child or group of children. Girls, pupils or students who identify as LGBTQ+, or are perceived by their peers to be LGBTQ+ and pupils or students with SEND are most likely to be at risk from sexual violence or sexual harassment.

Sexual violence refers to criminal acts such as rape, assault by penetration and sexual assault, as defined by the Sexual Offences Act 2003. While sexual harassment is described as 'unwanted conduct of a sexual nature that can occur online and offline' and can take the form of sexual comments, sexual jokes, or taunting, physical behaviour and online sexual harassment. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

Sexual harassment is not acceptable and should not be tolerated. All incidents of sexual violence and sexual harassment must be dealt with, and all victims must be taken seriously with the appropriate support provided.

Procedures

School staff must:

undertake training to: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- be aware of the different types of abuse and neglect.
- know what to do if they have a concern about a child.
- to know how to handle disclosure.
- to know how to offer support to children. and
- know where to go to if they need support.

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EMPOWERING MINDS · NAVIGATING FUTURES

if a pupil makes a disclosure:

- listen to the pupil.
- remain calm.
- offer reassurance.
- not ask the pupil to remove or adjust clothing if bruises are observed.
- not ask leading questions.
- let the pupil speak freely.
- accept what has been told them without challenge.
- not offer opinion or criticise or lay blame.
- reassure the pupil at the end of the disclosure telling them that they have done the right thing.
- not promise confidentiality but inform them that other people need to be told.
- record accurately and factually what the child has said in note form.
- record observed injuries or bruises on a map of the body.
- submit a completed record incident sheet to the designated person who will seek advice from the Local Authority Designated Officer (LADO).
- Make a full record on **Iris Adapt**

if they suspect that a child may be a victim of abuse then they must:

- record accurately and factually what they have seen in note form.
- submit a completed recording incident sheet to the designated person.
- Make a full record on **Iris Adapt**
- be aware that the Designated Safeguarding Lead will then: The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
    - further investigate and keep records of this investigation.
    - decide whether to take this referral further or to monitor the situation.
    - inform the person making the initial referral of his/her decision.
    - prepare in readiness for a case conference/core group meeting the following information on the child:
        - attendance and punctuality data
        - academic achievement
        - child's behaviour and attitude Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
        - relationships and social skills
        - appearance and presentation
        - any known incidents in or outside school
        - school contact with parents/carers

if a parent/ carer makes a disclosure to school then the Designated Safeguarding Lead: The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

- should meet with the parents to take down all details.
- will assure the parents that the school will take the matter seriously.
- that he/she will have to take advice from the Local Authority Designated Officer (LADO) about the disclosure.
- will get back to the parent when a decision has been taken and how to proceed
- record any concern or incident in the following way:

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EMPOWERING MINDS, NAVIGATING FUTURES

- Date
- Time
- Place
- Nature of the concern
- All facts
- Observed injuries and bruises
- Note the actual words of the child
- Sign the notes and hand to the DSL
- Make a full record on **Iris Adapt**

receive training on induction which specifically covers: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- School Staff Code of Conduct
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Sexual Violence and Sexual Harassment
- Listening to Pupils or students
- The Safe Use of the Internet and Social Media

Substance Misuse and Managing substance related incidents

This school is free from the misuse of illegal drugs such as cannabis, ecstasy, heroin, cocaine, LSD and free from the misuse of legal drugs such as alcohol, tobacco, solvents, over the counter drugs and

prescribed drugs. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.

Legal drugs are allowed for use in school when they are medicines prescribed by a pupil's doctor. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.

The misuse of drugs on school premises by pupils or students, school staff, by invited or uninvited visitors to school is not allowed. Appropriate disciplinary action will be taken if necessary.

Procedures

School staff must:

be aware that the Board has:

- appointed a member of staff to be responsible for drugs education and all drug related issues and incidents.
- delegated to the Head of School the duty of imposing sanctions when dealing with a drug related incident.
- undertake drugs awareness training and training in dealing with incidents and disclosures by pupils or students. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- be responsible for delivering drug education programmes via PSHE.
- be aware of the Confidentiality Policy and the Child Protection Policy.
- report all incidents of drugs misuse or suspected misuse to the Head of School.
- be aware that all disclosures will be dealt with in a sensitive manner.
- be aware that each drug incident is treated individually, and an appropriate course of action is decided regarding:
  - the circumstances of the case.
  - the interests of the pupil
- be aware that any pupil suspected of being under the influence of drugs or alcohol will be dealt with as a medical emergency.
- be aware that the Head of School will contact the parents/carers and will consider:
  - exclusion of the pupil.
  - counselling and support for the pupil.
  - referral to social services.
  - referral to drugs misuse support agency
  - referral to the police
  - be aware that drugs found on the school premises will be handed to the police.
  - be aware that alcohol or tobacco confiscated from pupils or students will be collected by parents/carers.
  - be aware that any syringes found in the school grounds will be removed and disposed of in the correct manner.
  - attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - drugs awareness programme
    - investigating drug related incidents
    - how to search pupils or students for carrying suspected drugs
    - confiscating controlled drugs
    - dealing with needles and sharps

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

    - dealing with and informing parents
- provide opportunities through the curriculum to address relevant issues and topics to promote their safety and well-being.
- encourage pupils or students to assess risks to themselves.
- report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- know what to do if a child makes a disclosure.
- not promise confidentiality to any child but always act in the interests of a child.
- receive support and counselling if they feel distressed from being involved with a case or incident.
- be kept up to date with changes in procedures.
- be prepared to attend a Strategy Meeting.
- be prepared to attend a Child Protection Case Conference.
- ensure that they always conduct themselves correctly and do not put themselves at risk.
- attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - Safeguarding and Child Protection
    - Pupil Behaviour and Discipline Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
    - Anti-Bullying
    - Mental Health
    - Stress Management
    - Equal opportunities
    - Inclusion

Educational Visits

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School staff are encouraged to organise educational visits as they 'offer an invaluable opportunity to enrich young peoples' learning, raise their self-esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.' (Welsh Assembly Government 2008)

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An educational visit could be a short-term visit in the local community, a day visit further afield, a visit lasting several days at a residential educational Centre or an educational visit involving overseas travel.

The Head of School has appointed a member of staff to be the Coordinator for Educational Visits (EVC).

Procedures

School staff:

will be aware of the role of the EVC who will be competent, experienced, and qualified to undertake the role and undertake appropriate training in: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- organising and supervising educational visits

- risk assessment
- emergency procedures
- medical and first aid
- pupil behaviour Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- supporting pupils or students with additional learning needs
- outdoor activities
- water safety
- dealing with the media
- ensure that all documentation is in place before the Visit Plan can be authorised by the Head of School.
- review the planning, documentation, and competence of the Education Staff before recommending the authorisation of any educational visit.
- train all school Staff

Head of School must complete the following Visit Plan before any visit is authorized and the plan must be shared with all staff:

- a Risk Assessment(s) based on a pre-visit
- the nature, purpose, and length of the visit
- the year group and pupil numbers
- pupil name
- contact details
- emergency contact details
- parent/ carer consent forms
- medical records
- the number of adults.
- Disclosure and Barring Service checks
- adult pupil ratio
- insurance
- costings of the visit
- travel arrangements
- itinerary of visit
- medical and first aid
- school mobile phone
- emergency procedures
- undertake the following additional training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- Safeguarding and Child Protection
- Health & Safety
- Health & Safety - Responsibilities
- Risk Assessment
- Medical & First Aid
- Accidents and Emergencies
- Reporting of Injuries, Diseases and Dangerous Occurrences
- Charges, Voluntary Contributions & Remissions
- School Transport

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EMPOWERING MINDS, NAVIGATING FUTURES

Educational Visits and Terrorist Incidents

Schools should not be deterred by the current national (or global) threat of terrorist attacks. Educational visits should carry on as they offer an invaluable opportunity to enrich young peoples' learning, raise their self-esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.
Schools must have in place pre-visit risk assessments and school staff trained in safeguarding procedures to ensure pupils or students' safety and to cover all eventualities such as high-profile terrorist threats when visiting such places as London. School staff must also be trained in dealing with pupils or students' concerns about heightened security procedures such as armed police/soldiers on the streets.

Procedures

School staff must:

when planning any educational consider the following in a risk assessment:

- the current national risk level of a terrorist attack
- the destination
- the venue
- transport hubs at the venue
- a thorough knowledge of the venue's emergency procedures
- in the case of a terrorist incident:
    - a list of possible safe areas or venues which could be used as emergency protection.
    - direct emergency transport routes away from the incident.
    - alternative emergency transport routes away from the incident.
    - a list of possible venues that could be used as an enforced overnight stay.
    - emergency provisions such as water and snacks in place in the event of delays

be trained in the following emergency procedures:

The principles of staying safe:

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Run

- Escape if you can
- Consider the safest options
- Is there a safe route? Run if not Hide
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you
- Leave belongings behind

Hide

- If you cannot RUN, HIDE
- Find cover from gunfire
- If you can see the attacker, they may be able to see you
- Cover from view does not mean you are safe, bullets go through glass, brick, wood, and metal
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls
- Be aware of your exits
- Try not to get trapped
- Be quiet, silence your phone and turn off vibrate
- Lock / barricade yourself in

- Move away from the door

Tell

- Call 999 - What do the police need to know? If you cannot speak or make a noise listen to the instructions given to you by the call taker
- Location - Where are the suspects?
- Direction - Where did you last see the suspects?
- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so

(Recognising the terrorist threat (Gov.Uk))

- How to be vigilant always.
- A thorough knowledge of the venue, especially a thorough awareness of the escape exits.
- Planning assembly points after the emergency evacuation of a venue.
- Trying to avoid crowds and queuing at venues.
- Staying in touch - lines of communication within the group and with school.
- First aid and emergency medication.

E-Safety

As part of their learning experience across all curricular areas pupils or students have a right to quality Internet access. The use of the Internet is an invaluable tool in the development of lifelong learning skills.

Correctly used Internet access will not only raise standards, but it will support teacher's professional work, and it will enhance the school's management information and business administration systems.

An understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring" should be included in safeguarding and child protection training at induction for all staff. The company service provider encompasses a bespoke firewall and monitoring system across the entire education network **"Securely"** provided by **ITECH Solutions**, in order to filter and monitor all internet access and usage for every device. The school also uses onsite Classroom Cloud. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

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EMPOWERING MINDS, NAVIGATING FUTURES

The increased provision of the Internet in and out of school brings with it the need to ensure that learners are safe. Pupils or students need to know how to evaluate Internet information and to take care of their own safety and security.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- **conduct:** 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, and Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

E-Safety, which encompasses Internet technologies and electronic communications, will educate pupils or students about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.
All pupils or students and other members of the school community always have an entitlement to safe Internet access.
The Department for Education's filtering and monitoring standards set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems, including AI.
- Generative AI: product safety expectations - GOV.UK
- 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 their safeguarding needs.
- schools can use the department's 'Plan technology for your school - GOV.UK to self- assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.
- taking appropriate action to meet the Cyber security standards for schools and colleges Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK

Helm Academy
EMPOWERING MINDS · NAVIGATING FUTURES

Procedures

School staff will:

- school staff be aware that the Head of School is responsible for e-Safety.
- be aware that the Head of School create a safe ICT learning environment by having in place:
  - an effective range of technological tools
  - clear roles and responsibilities
  - safe procedures
  - a comprehensive policy for pupils or students, staff and parents/carers
- accept the terms of the 'Responsible Internet Use' statement before using any Internet resource in school.
- be responsible for promoting and supporting safe behaviours with pupils or students. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- promote e-Safety procedures such as showing pupils or students how to deal with inappropriate material.
- report any unsuitable website or material to the e-Safety Coordinator (Head of School).

- ensure that the use of Internet derived materials complies with copyright law.
- ensure e-Safety is embedded in all aspects of the curriculum and other school activities.
- be aware of the role of the coordinator who will:
    - be responsible for the day-to-day e-Safety issues.
    - ensure that all Internet users are kept up to date with new guidance and procedures.
    - ensure regular checks are made to ensure that the filtering methods selected are appropriate, effective, and reasonable.
    - undertake risk assessments to reduce Internet misuse.
    - maintain a log of all e-Safety incidents.
    - report all e-Safety incidents to the Head of School.
    - ensure e-Safety is embedded in all aspects of the curriculum and other school activities.

undertake the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- Safeguarding and Child Protection
- Anti - Cyber bullying
- Acceptable Internet Use Agreement
- ICT
- Pupil Challenging Behaviour Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- Anti-bullying
- Mobile Phone Safety and Acceptable Use
- Photographic and Video Images
- Internet Social Networking Websites

Artificial Intelligence, Deepfakes and Emerging Technology

Helm Academy recognises that the rapid development of artificial intelligence technologies presents both educational opportunities and safeguarding risks.

Safeguarding concerns may arise from:

- AI-generated images and videos;
- deepfakes;
- AI-generated nude or semi-nude images;
- AI chatbots;
- harmful or manipulative algorithms;
- misinformation and disinformation;
- online scams and exploitation facilitated by AI technologies.

Any concern involving AI-generated content, including AI-generated sexual imagery, will be treated as a safeguarding concern and managed in line with child protection procedures, online safety guidance and UKCIS recommendations.

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EMPOWERING MINDS, NAVIGATING FUTURES

Hygiene

It is essential to have in place procedures to prevent the spread of infection by ensuring high standards of personal hygiene, the maintenance of a clean learning environment and the promotion of a healthy lifestyle.

Procedures

School staff will:

- be aware that the Head of School has appointed a member of staff to be responsible for Health and Safety.
- be aware that the coordinator will lead the development of a healthy lifestyle and a high standard of hygiene throughout the school by promoting good practice.
- be aware that the Head of School will work closely with the Health and Safety coordinator to prevent the spread of infection by ensuring high standards of personal hygiene, the maintenance of a clean learning environment and the promotion of a healthy lifestyle
- encourage pupils or students to understand:
- the ways of preventing the spread of infection.
- the importance of personal hygiene.
- good hygiene practice
- report any concerns they have about the cleanliness of any child.
- receive training which specifically covers: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - Safeguarding and Child Protection
    - Health and Safety
    - Medical and First Aid
    - Sharps and Needles
    - Head Lice
    - New and Expectant Mothers at Work
    - Food Safety

Intruders

All members of the school community are vulnerable to assault from intruders while in the school building or school grounds. A person or a group of people found on the school premises who have not followed correct visitor procedures can best be described as intruders. In such a situation school staff are advised to assess whether the intruder is or is not a security risk before challenging the individual/s to establish their identity and the purpose of their 'visit'.

School staff must be aware that intruders might be visitors with legitimate school business, or they may be individuals who may pose a security risk.

School staff have a duty to assist in the personal safety of the whole school community by dealing with all suspicious people who appear on the school premises or grounds in a calm non-confrontational manner.

Procedures

School staff must:

- be aware of their responsibilities to ensure a safe learning environment.
- be aware of school security procedures such as how to protect pupils or students from harm, guard against assault, and safeguard property.
- attend training in all the above. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- make children aware of school security procedures especially what they need to do when an intruder is identified on the school premises.
- report any identified school intruders.

Helm Academy

- report any identified breaches in school security.
- undertake the following when dealing with an unidentified person on the school premises or in the school grounds:
- be polite, calm, and non-confrontational.
- ask the nature of their business.
- escort or direct the person to the school office if the nature of their business is legitimate school business.
- ensure the visitor signs the visitors' book and is given to wear the appropriate visitor identification badge.
- establish how the visitor breached school security.
- ask the intruder to leave if the reason is not legitimate.
- act calmly and non-confrontational if the intruder appears to pose a threat by acting in an agitated, irrational manner and refuses to leave the school premises.
- seek support from other school staff who should call the police if the intruder refuses to co-operate.
- remain calm and display nonaggressive body language while remembering that the safety of the children is paramount.
- not use force to evict or restrain the intruder.
- try to direct the intruder away from areas occupied by children.
- back away from the intruder if the intruder displays a weapon.
- reassure the intruder that the weapon is not necessary, and it should be put away.
- not try to disarm the intruder.
- ensure that enough information is acquired to give a detailed description of the intruder to the police that is if the intruder leaves prior to the police arriving.
- undertake the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - Safeguarding and Child Protection
    - Health and Safety
    - Dealing with Critical Incidents
    - Anti - Violence, Aggressive and Anti-social Behaviour Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

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EMPOWERING MINDS, NAVIGATING FUTURES

Knife Crime

Knife crime is an increasing safeguarding risk to children both at school and in their local communities. Schools alone cannot solve knife crime, but they do have a role to play in helping to prevent knife crime becoming part of children's lives.

Knife crime is a term commonly used to refer to street-based knife assaults and knife carrying.

Knife crime has a huge impact on children and the communities in which they live, and not just in London but nationally. Knife crime is a societal problem and no single agency, including schools, can solve knife crime on its own.

Schools have a role to play in stopping knife crime becoming part of children's lives by identifying, supporting, helping, and protecting children on the school site and to teach them about the dangers of knives and related dangers. But to overcome this problem and to protect children all support agencies, parents/carers and social media need to work together.

The most dangerous time for children from knife crime is when they leave the schools premises.

Procedures

School staff must:

- help to identify, support, help and protect children on the school site from knife crime.
- ensure children are taught about the dangers of knives and related dangers from an early age.
- be aware that:
  - they can choose whether they want to be authorised to conduct a search, or not.
  - they cannot be made to conduct a search.
  - to conduct a search without consent, a member of staff must be authorised to do so.
  - the Head of School and school staff have a specific statutory power to search pupils or students without consent for specific items and must act within the limits of this specific power
- receive training on induction which specifically covers: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
  - Searching techniques and procedures
  - Pupil behaviour and discipline Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
  - School Rules
  - Pastoral Care
  - Curriculum

Looked After Children

Children or young people who have been taken into care by the local authority or who have a voluntary care arrangement are known as 'Looked After'. This is because of either family breakdown, abuse, neglect, or social need.

Looked After Children (LAC) will either be living in foster homes, children's residential homes, living with a relative or with their natural parent(s).

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EMPOWERING MINDS NAVIGATING FUTURES

This school is committed to providing quality education for all our pupils or students including LAC. It is nationally recognised that LAC significantly underachieve and are at greater risk of exclusion when compared with their peers. Therefore, we believe we have a duty 'to safeguard LAC, to promote their educational achievements and to ensure they are able to achieve and reach their full potential'. (Children Act 2004)

The Proprietor has appointed a member of staff to be responsible for Looked After Children who will promote the educational achievements of LAC by ensuring they are able to achieve and reach their full potential.

Procedures

All teaching and support staff will:

liaise with the Designated Teacher (Head of School) to enable LAC to achieve stability, success and to overcome any problems they may experience.
be aware of the role Designated LAC Teacher who will ensure that:

- all LAC and their carers receive a positive and smooth induction into the school.
- an appropriate Personal Education Plan is completed within 20 days of LAC joining the school or entering care.
- each LAC has an identified fully trained member of staff, other than the Designated Teacher, that they can talk to.
- strong and positive home/school relationships are in place.
- LAC are included in all areas of school life.
- LAC are not bullied in any form by actively monitoring and preventing bullying by raising awareness through the school's anti-bullying policy.
- all staff and education board are kept up to date on all issues relevant to LAC and receive the necessary training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- all LAC receive the necessary support within the school.
- strong links are in place with all agencies dealing with LAC.
- urgent multi agency meetings will be convened if a LAC is experiencing difficulties or at risk of exclusion.
- LAC have full access to the National Curriculum.
- out of hours learning and extra-curricular activities are promoted for LAC.
- procedures are in place to provide confidentiality for all LAC.
- academic progress, attendance and behaviour is tracked with appropriate support given. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- all information is transferred quickly and efficiently when LAC move to another school or phase.
- on request provide relevant information for Personal Education Plans and review meetings.
- encourage LAC to achieve their full educational and personal potential which will be celebrated at weekly achievement assemblies and the Annual Presentation of Awards.
- constantly endeavour to promote self-esteem.
- prevent bullying in line with the school's anti-bullying policy.
- accept a request to be a LAC's named person to whom they can speak with when they feel it necessary.
- maintain LAC's confidentiality.
- ensure LAC are supported sensitively.
- attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - LAC Guidance
    - Special Educational Needs and Inclusion

Helm Academy
EXPLORING MINDS, NAVIGATING FUTURES

Manual Handling

Manual handling is the movement of a load (inanimate objects as well as pupils or students) by means of bodily force which includes lifting, supporting, carrying, putting down, pushing, and pulling.

To reduce the risk of manual handling injuries to school staff risk assessments have been undertaken, a variety of lifting aids are in place, and the workplace environment has been ergonomically designed.

The Governing Body has appointed a member of staff to be responsible for Health and Safety.

Procedures

School staff:

- are responsible for the health and safety of themselves and the health and safety of others with whom they work.
- must follow the guidance and procedures provided on Manual Handling.
- must undertake manual handling training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- must report all accidents or incidents.
- must report if the manual handling assessment requires revision.
- must report any injury or health problem that affects their ability to carry out the procedures.
- will not wear clothing or jewellery that may affect the manual handling procedures.
- attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - All aspects of the Manual Handling policy
    - Safeguarding and Child Protection
    - Health and Safety

Medical and First Aid

First aid provision must always be up to date and available in school and for all off-site educational visits and sporting events. Pupils or students and school staff with specific health needs and disabilities will be given specific consideration.

The Head of School has nominated a member of staff to take charge of first aid arrangements.

Helm Academy
EMPOWERING MINDS NAVIGATING FUTURES

Procedures

All school staff must:

- be aware of first aid arrangements.
- be suitably trained in identifying pupils or students with expected medical problems.
- report any concerns they have on the medical welfare of any pupil.
- report and record all accidents and first aid treatment administered.
- be aware of the role of the nominated person who will:
- ensure all school staff are trained in first aid arrangements and hold a valid certificate of competence that is valid for three years.
- ensure all school staff receive refresher training every three years. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- organise and maintain the medical room.
- ensure that there are adequate stocks of first aid equipment.
- position and maintain first aid containers at appropriate locations around the school.
- conduct with the Health and Safety coordinator annual risk assessments.
- ensure all accidents and injuries are recorded and reported.
- ensure that pupils or students and school staff with specific health needs and disabilities are given specific consideration.

- ensure the appropriate medical resources (asthma inhalers, insulin, EpiPen's) are always available for those pupils or students with specific health needs.
- ensure school staff are aware of the specific health needs and disabilities
- determine the level of provision:
  - at break times and lunch times
  - when school staff are absent
  - for all educational visits and sporting activities
  - for curriculum activities
- ensure first aid kits are taken on educational visits or off-site sporting activities.
- ensure there is a designated medical room that is kept well stocked and free from clutter.
- ensure school staff follow basic hygiene procedures and have access to disposable gloves and hand-washing facilities.
- inform parents/ carers and Head Office.
- of any accident, especially head injuries and of any first aid administered.
- ensure first aid notices are displayed in the appropriate places.
- ensure first aid information is provided in the staff handbook.
- provide guidance and support to all school staff.
- keep up to date with new developments and resources.
- review and monitor.

attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- Safeguarding and Child Protection
- Basic first aid
- Medical care
- Dealing with emergencies
- Administering Medicines
- Hygiene
- Identifying medical problems in pupils or students

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Mobile Phone Safety and Acceptable Use

Helm Academy supports the Department for Education expectation that schools operate mobile-phone free learning environments during the school day unless specific educational, medical or safeguarding needs require an alternative arrangement.

Personal communication through mobile technologies is an accepted part of everyday life and we acknowledge that we have a duty to ensure that mobile phones are used responsibly at this school.

During the school day school staff are restricted from using their mobile phones to break times and lunchtimes with their mobile phones being switched off during lesson times. It is the responsibility of all school staff to keep their mobile phones securely stored and these should not be used in front of pupils or in lessons.

Pupils or students should not bring their mobile phones into school without permission from the Head of School as we feel that mobile phones can cause disruption in lessons, the possibility of theft, loss or damage, and also the possibility of child protection issues. All mobile devices must be handed into the school office on arrival at school, where they will be stored securely. They will be returned at the

end of the school day. Parents/Carers will be contacted immediately if a child breaks this rule and will be asked to collect the mobile phone from the school office.

Parents/Carers and all school visitors have a responsibility not to use their mobile phones on school premises for the making or the receiving of phone calls. **The taking of photographs, videos, recordings, audio and other images is prohibited at all times**.

Procedures

School staff will:

- comply with all aspects of this policy.
- not use their mobile phones during the school day except at break times and lunchtimes.
- inform family members that in the case of an emergency they can be contacted through the school day via the school office.
- be allowed only to use their mobile phones throughout the school day in case of a personal emergency.
- switch off their mobile phones during lesson times.
- keep their mobile phones securely stored.
- not send or receive texts in classrooms.
- not use their camera phones at any time.
- not use their camera phone to photograph a pupil.
- not send or receive inappropriate texts or images.
- not allow a parent or a pupil to photograph them on a mobile phone.
- not give out their mobile telephone number to parents or pupils or students.
- use the school telephone to contact a parent and not use their mobile phone.
- not store parents or pupils or students telephone numbers on their mobile phones.
- be issued with the school mobile phone when attending an off-site educational visit.
- not use the school mobile phone for private use.
- give mobile phone safety advice as part of the school's 'Keeping Safe' awareness training to all pupils or students. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - Risk assessment of the use of the school mobile phone when on an educational visit at home or abroad.
    - Anti-cyber bullying.
    - Acceptable Use.
    - Internet Social Networking Websites.
    - Dealing with Allegations against School Staff, Head of School or Pupils or students.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Photographic and Video Images

Parents/carers must give their permission when we want to use images of their children for school purposes such as: School Reports, Evidence towards course work, for examinations.

There is no law stopping parents/ carers from taking photographs of their own children at school events as photographs taken purely for personal use are exempt from the Data Protection Act 1998. Photographs taken that show children that are not their own must gain consent to be published on social media or other platforms.

Photographs taken in school or off-site by school staff of pupils or students working or taking part in school events will only be taken by using a school camera.

Under no circumstance will a member of the school staff use their mobile phone to photograph pupils or students or to send the images to parents/ carers.

The Proprietor has a duty to prevent the unauthorised taking and publication of images of school staff.

Procedures

School staff will:

- only use school cameras to take photographs of school events.
- not photograph pupils or students using their mobile phone.
- not send photographic images of children to parents/ carers.
- prevent the publication of their photographic image if they have not been given permission to do so.
- protect the rights of pupils or students.
- not to take photographs of children when they are changing for any school event.
- attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - All aspects of the Photographic and Video Images policy
    - Safeguarding and Child Protection
    - Visitors and Contractors
    - School Security

Positive Handling (Restraint of Pupils or students)

Section 93 of the Education and Inspections Act 2006 allows school staff to use reasonable force to restrain a pupil from doing or continuing to commit an offence. cause personal injury to, or damage to the property of, any person (including the pupil themself). or prejudicing the maintenance of good order and discipline at the school or among any pupils or students receiving education at the school, whether during a teaching session or otherwise. (Department for Education – Use of reasonable force)

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Procedures

School staff will:

take part in the following training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- Positive handling techniques (CPI) **Pro-Active Approach**
- All aspects of the Positive Handling policy
- Safeguarding & Child Protection
- Health and Safety
- Supervision of Pupils or students
- Behaviour Policy Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- Equal opportunities
- Inclusion
- use reasonable force to restrain a pupil only in extreme circumstances.

- not be automatically suspended if they are accused of using excessive force.
- be supported if they use excessive force.
- be aware of their responsibility in assessing risks in particular circumstances.
- make judgements when the use of force is necessary and how much force is to be used.
- report to the Head of School all incidents of restraint and record all incidents on the appropriate report form on **Iris Adapt**

Prevent Duty - Dealing with Extremism and Radicalisation

All school staff have a duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and it is essential that school staff are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

Procedures

School staff will:

- safeguard and promote the welfare of all children and individuals.
- attend 'Workshop to Raise Awareness of Prevent (WRAP) training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- be aware of the risks to children of online activity from terrorist and extremist groups.
- ensure children are safe from terrorist and extremist material when accessing the school's internet.
- teach PSHE and Citizenship.
- identify, protect, and support those who might be vulnerable to being radicalised or influenced by extremist views.
- be vigilant against radicalisation and extremism.
- ensure a broad and balanced curriculum is taught.
- be aware of the DfE guidance 'Teaching approaches that help build resilience to extremism among young people'.
- ensure British values are promoted and embedded in the school.
- ensure pupils or students are taught about staying safe.
- ensure that pupils or students are not influenced by the views and beliefs of others.
- refer any concerns about individuals or groups of individuals to the Designated Safeguarding Lead or to the appropriate outside agencies. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- be asked to report any of the following. Pupils or students:
- having extremist political or religious views.
- disclosing that they have been exposed to:
    - extremist views and materials
    - online extremist material
    - extremist social networking sites
- being approached by known extremists in the local community.
- voicing extremist views and opinions.
- voicing anti-British values.
- voicing anti-Western views.
- in possession of extremist materials.
- changing their style of dress or appearance.
- behaving differently in school and at home.

Helm Academy
EMPOWERING MINDS, SHAPING FUTURES

- attempting to impose extremist views on others.
- committing prejudice-related attacks against others

attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- All aspects of the 'Prevent Duty - Dealing with Extremism & Radicalisation' policy
- Safeguarding and Child Protection
- Workshop to Raise Awareness of Prevent (WRAP)
- Anti-bullying
- Pupil Behaviour & Discipline Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- E-Safety
- Internet Social Networking Websites
- Promoting British Values
- Involving Pupils or students in School Policies

Pupil Absence on Medical Grounds

Schools have a duty to provide educational support for pupils or students who are absent from school on medical grounds for them to maintain sufficient progress in their education. As far as their medical condition allows the education support programme may be full or part-time.

Schools must work in close association with the local authority education welfare office, the home education services or the hospital teaching service to ensure that pupils or students who are unable to attend school due to their medical conditions, receive an educational support programme that matches their capabilities.

It essential during this period of absence that schools maintain an excellent relationship between home and school so that pupils or students and parents are kept in contact and up to date with school events so that they continue to feel a part of school life.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Procedures

School staff must:

- assist in providing educational support programmes.
- monitor and evaluate the effectiveness of educational support programmes.
- monitor pupil progress.
- assist in the reintegration of pupils or students back into school life.
- maintain contact with absent pupils or students.
- implement the school's equalities policy and schemes.
- report and deal with all incidents of discrimination.
- attend appropriate training sessions on equality. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- report any concerns they have on any aspect of the school community
- receive training on induction which specifically covers: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- Supporting Pupils or students with Long-Term Medical Conditions.

- Pastoral Care.
- Special Educational Needs & Disabilities.
- Safeguarding and Child Protection.
- Reporting of Injuries, Diseases and Dangerous Occurrences.
- Health and Safety at Work.

Pupil Behaviour Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

This school promotes good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

Pupils or students' behaviour improves, and they feel safer and happier in school if school staff consistently apply the 'Pupil Behaviour' policy and maintain regular classroom routines. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

Pupils or students are encouraged to achieve in a learning environment where self-discipline is promoted, and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils or students will achieve their full potential in a happy, stimulating and ordered school environment. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

All forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline' is banned.

The use of reasonable force can be used to control or restrain pupils or students to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils or students.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Procedures

School staff will:

- comply with all aspects of the 'Pupil Behaviour and Discipline' policy. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- maintain consistency in applying this policy throughout the school.
- welcome pupils or students into the classroom.
- have in place clear classroom routines.
- maintain consistency in applying these routines.
- encourage good behaviour and respect for others. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

- praise good behaviour and good work. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- ensure all work is differentiated.
- apply all rewards and sanctions fairly and consistently.
- work with pupils or students to compile a list of class rules.
- display class rules.
- work with pupils or students to compile a list of sanctions and rewards.
- display the list of sanctions and rewards.
- promote self-discipline amongst pupils or students.
- deal appropriately with any unacceptable behaviour. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- stay calm when dealing with unacceptable behaviour. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- apply any behavioural plans of individual pupils or students. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- ensure support staff are aware of these plans.
- be aware of and understand the additional needs of pupils or students in their care.
- take individual children when a situation arises to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them.
- have in place and will refer to a visual timetable.
- discuss pupil behaviour and discipline regularly at staff meetings. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- provide well planned, interesting, and demanding lessons which will contribute to maintaining good discipline.
- attend periodic training on behaviour management. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- ensure the health and safety of the pupils or students in their care.
- identify problems that may arise and to offer solutions to the problem.
- attend the following training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - All aspects of the 'Behaviour' policy Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
    - Maintaining good order and discipline
    - Safeguarding pupils or students
    - The use of reasonable force
    - Dealing with bullying
    - Pupil support programmes

Safe Physical Contact with Pupils or students

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Schools must reassure school staff that there are occasions when it is entirely appropriate, proper and legal for school staff to have physical contact with pupils or students, but it is crucial that they only do so in ways appropriate to their professional role. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.

The DFE document 'Use of Reasonable Force' clearly states that it is 'not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary: holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school. when comforting a distressed pupil. when a pupil is being congratulated or praised. to demonstrate how to use a musical instrument. to demonstrate exercises or techniques during PE lessons or sports coaching. to give first aid.' The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.

It is impractical to have in place a 'no touch' policy. School staff should be allowed to respond to the needs of pupils or students at any time. The contact should be of limited duration, appropriate to the pupil's age, stage of development, gender, ethnicity, and background. In most school's appropriate physical contact occurs most often with younger pupils or students or pupils or students with special educational needs and disabilities. At all times school staff must use their professional judgement.

School staff must record in the school incident book and inform the Designated Safeguarding Lead of any action undertaken by themselves that may be misinterpreted in anyway. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

Procedures

School staff must:

be aware of the following guidance:

- Use of Reasonable Force (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Head of School, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- be responsible for their own actions and behaviour. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- work and be seen to work in an open and transparent way.
- be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children and young people.
- never touch a child in a way which may be considered indecent.
- be aware that well intentioned physical contact may be misconstrued by children, by observers or by anyone to whom this action has been described.
- be prepared to explain actions.
- accept that all physical contact may be open to scrutiny.
- never indulge in any form of horseplay with pupils or students.
- record in the school incident book any action undertaken by themselves that may be misinterpreted in anyway.

Helm Academy
EVERY LEARNER, EVERY DAY, NAVIGATING FUTURES

- inform the Designated Safeguarding Lead of any action undertaken by themselves that may be misinterpreted in anyway. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- be aware of any vulnerable pupils or students in their care.
- seek the permission of a pupil before initiating physical contact to provide support when a pupil is performing a physical activity or when offering music tuition.
- consider the way in which they offer comfort to distressed pupils.
- record and inform the Designated Safeguarding Lead when and how they offered comfort to a distressed pupil. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

receive training on induction which specifically covers: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- Safeguarding and Child Protection
- Positive Handling
- Intimate Personal Care
- Positive Handling
- SEN and Disabilities
- Supporting Pupils or students with Long-Term Medical Conditions
- Pastoral Care

School Based Counselling

School staff undertake a huge amount of counselling with pupils or students daily. However, the more serious issues should be provided by specially trained school staff that will give children opportunities to:

- discuss difficulties such as bullying, parental separation, stress, friendships, change, bereavement, distressing traumatic events and anger in a confidential and non-judgmental atmosphere.
- explore the nature of their difficulties.
- increase their self-awareness.
- develop a better understanding of their difficulties.
- develop the personal resources needed to manage their problems.
- develop strategies to cope with change

Helm Academy
EMPOWERING MINDS · NAVIGATING FUTURES

School-based counselling is a skilled way of helping children talk about the things that are worrying them or affecting their everyday life and should be undertaken in a place that is familiar, safe, and secure.

Procedures

School staff must:

- undertake a huge amount of counselling with pupils or students daily.
- inform the pastoral care coordinator of more serious counselling issues.
- attend awareness raising training with the pastoral care coordinator and school-based counsellors. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- receive training on induction which specifically covers: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - Pastoral Care
    - Safeguarding and Child Protection

School Staff Code of Conduct

All school staff are appointed following the safer recruitment guidelines and procedures, Disclosure and Barring Service checked, trained in child protection procedures, understand their roles, and comply with the code of conduct. https://actnow.org.uk/media/articles/The_Information_Commissioner_Employment_Practices_Code_commentary.pdf

Procedures

School staff must:

- behave professionally in and outside school.
- exercise confidentiality.
- be trained in Child Protection procedures.
- understand their role in child protection procedures.
- be aware of the signs of abuse and neglect.
- report their concerns of abuse and neglect.
- work together to create a school culture that is based on mutual and appropriate respect.
- ensure pupils or students understand and are aware of child protection procedures.
- not initiate any physical contact with a child.
- only exercise physical restraint as a last resort.
- avoid being in a room alone with a child and with the door shut.
- speak with a child with the door open or with another adult present.
- treat other school staff with respect.
- be aware of the guidelines on handling money.
- create and maintain a good and open relationship with parents.
- create a positive classroom environment where all children are respected and valued.
- be aware of how to record and report concerns about another member of staff.
- take care of their physical and mental well-being by maintaining a healthy work-life balance.
- be aware of counselling and support systems in school and through the local authority.
- attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- Conditions of Service
- Contract of Employment
- Disciplinary Procedure
- Grievance Procedure
- Disclosure and Barring Service Checks
- Anti-bullying
- Induction of New Staff
- Safer Recruitment

Helm Academy
EMPOWERING MINDS · NAVIGATING FUTURES

Self-Harm

Self-harm is when somebody intentionally damages or injuries their body which is a way of coping with anger, distress, fear, worry, depression, or low self-esteem. It can become very addictive as it produces endorphins which produce an adrenaline rush. Self-harm is a form of self-punishment.

All school staff have a very important role to play in preventing self-harm and in supporting those who self-harm by being aware of the signs and by observing the educational, social, behavioural, physical and emotional welfare of all pupils or students. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

School staff must act immediately if they believe someone is displaying any of the physical, behavioural, or psychological warning signs that may lead to self-harm. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

School staff must report any pupil causing concern to the designated lead for safeguarding who will take the appropriate action.

Procedures

School staff must:

- recognise that child protection is their main responsibility.
- treat children's welfare with the utmost importance and sensitivity.
- develop pupil's self-confidence and self-esteem.
- be aware of the background of the children in their care.
- be made aware of this policy and all other safeguarding policies and procedures during induction, the school staff handbook and training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- receive basic level 1 training at least once every three years training platform Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- be aware of the name of the Designated Safeguarding Lead. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- be trained in identifying signs of self-harm harm such as:
    - cutting, scratching, scraping, or picking the skin
    - burning or scalding the skin
    - punching themselves
    - banging or hitting the head
    - excessive scouring or scrubbing of the body
    - overdosing or poisoning on prescription medication or non-prescription medication
    - misusing alcohol
    - swallowing hazardous materials, substances, or inedible objects
    - starvation or binge eating
    - mood swings
    - becoming socially withdrawn
    - changes eating and sleeping habits
    - expressing feelings of self-harm, suicide, or failure
- be aware of the effects of abuse and neglect on children.

Helm Academy
EMPOWERING FUTURES

- undertake training on responding to a child. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- be always alert to the signs of abuse namely physical, emotional, sexual or neglect.
- know how to report any suspected case of harm or abuse.
- report any concerns that they have about girls at risk of FGM.
- report any concerns that they have about pupils or students who may be vulnerable to radicalisation.
- establish a school and classroom environment where children feel safe to talk and where school staff listen to children.
- provide opportunities through the curriculum to address relevant issues and topics to promote their safety and well-being.
- encourage pupils or students to assess risks to themselves.
- report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- know what to do if a child makes a disclosure.
- not promise confidentiality to any child but always act in the interests of a child.
- receive support and counselling if they feel distressed from being involved with a case or incident.
- be kept up to date with changes in procedures.
- be prepared to attend a Strategy Meeting.
- be prepared to attend a Child Protection Case Conference.
- attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - All aspects of the 'Self-Harm' policy
    - Safeguarding and Child Protection
    - Behaviour Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
    - Anti-Bullying
    - Mental Health
    - Stress Management
    - Medical and First Aid

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Sharps, Blades, Needles, and Syringes

Sharps, blades, needles, and syringes present a potential health and safety risk to pupils or students, school staff and to others who use the school site. Schools have a duty to ensure that every effort is made for the safe management of sharps, blades, needles, and syringes and that a safe procedure is in place to assist in the prevention of needle stick injuries.

School staff must be aware that there is a risk of affection should they receive an injury when attempting to handle certain hazardous items. All discovered sharps, blades, needles, and syringes should be removed to a safe and secure place prior to disposal.

Procedures

School staff must:

- undertake appropriate training in identifying, collecting and the disposal of any sharps, blades, needles, and syringes. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- be familiar with normal precautions for avoiding infection and follow basic hygiene procedures.
- must have in place their own individual sharps management plan if they are diabetics.
- follow the following procedures if either a sharp or a blade or a needle or a syringe is found:
    - cover the item with a suitable container
    - put on impenetrable gloves
    - use a litter picker or a tong to pick up the item
    - dispose of the item in a sharp box

when managing needle injuries must inform a school First Aider who will:

- allow the wound to bleed
- wash the area with soap and water
- dry the wound
- apply a waterproof band aid
- contact the child's parents and suggest the child must be taken immediately to a hospital
- in the absence of the parents take the child immediately to a hospital
- dispose of the item as above
- complete the appropriate report forms

receive training on induction which specifically covers: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- Health and Safety
- Safeguarding and Child Protection
- Risk Assessment
- Hygiene
- Medical and First Aid
- Accidents and Emergencies

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Sick Child

It is our responsibility to deal with all children who become sick at school in a kind and caring manner. School staff have a duty to assess the condition of any child who is thought to be unwell and to contact the parent/carer requesting the child should be taken home.

All children are subject to coughs and colds at sometimes and these should not prevent them from attending school. Parents/carers are asked not to send their children to school if they are showing signs of vomiting, diarrhoea, any type of rash, conjunctivitis, flu, chickenpox, mumps, measles, or high temperature.

Procedures

School staff will:

- receive training in first aid at their induction and will attend periodic training to renew their first aid qualification. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- assess the condition of any child thought to be unwell in a kind and caring manner.
- notify the school office of any child who has taken ill.
- immediately contact the child's parents/carers of their concerns about the child's health.
- ensure the comfort of an ill child by staying with them while awaiting the parents to arrive.
- seek immediate medical advice if a child is in danger.
- call for an ambulance.
- immediately contact the child's parents.
- escort a child to hospital in the absence of the child's parents.
- ensure records are kept of all children taken ill and sent home while at school.
- attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - Safeguarding and Child Protection
    - Health and Safety
    - Medical and First Aid
    - Hygiene
    - Administering Medicines
    - Communicable Diseases
    - Equal opportunities
    - Inclusion

Staff Confidentiality

Confidentiality is when someone during a private conversation entrusts another with their secrets and with the confider expecting absolute confidentiality from the confidante.

School staff can only offer limited and not absolute confidentiality at this school as the safety, well-being and protection of our pupils or students are the main consideration in all decisions school staff make.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

School staff must make it clear when in discussion with pupils or students or parents/carers that there are limits to confidentiality that can be offered, so that they can make informed decisions about the most appropriate person/s to talk to about the personal matters that have been disclosed.

Our safe and supportive school environment encourages pupils or students to talk to school staff to share their problems. Trust between pupils or students and staff is an established part of the school ethos.

Procedures

School staff will:

- not promise at any time absolute confidentiality when a disclosure has been made to them.
- ensure that all information shared in confidence by pupils or students will only be used to enhance the safety, well-being, and protection of all pupils or students in our care.
- undertake appropriate training in the techniques to use when dealing with one-to-one disclosures. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- make it clear at the beginning of a conversation that there are limits to confidentiality.

- inform the confider when confidence must be broken for the safety and well-being of children.
- pass on confidential information for the safety, well-being, and protection of our pupils or students to the Designated Safeguarding Lead. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- receive training which specifically covers: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - All aspects of this policy
    - Safeguarding and Child Protection
    - Dealing with Allegations Against School Staff
    - Sex and Relationships
    - Anti-bullying
    - Confidentiality - Parent Involvement
    - Whistle Blowing

Supervision of Pupils or students

Safeguarding procedures for supervising pupils or students throughout the school day must be in place to ensure their health, safety, welfare, and good conduct.

The supervision of pupils or students begins when they arrive at school. Parents have been made aware of the time that school starts and that children should not arrive until at least 10 minutes before that time when school staff will be on duty.

School staff and adult volunteers are strongly advised that they should always avoid supervising any pupil alone. If a one-to-one situation is unavoidable then school staff should take the necessary precautions beforehand.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Procedures

School staff will:

- maintain good order and discipline among all pupils or students safeguarding their health and safety when they are authorised to be on the school site and during educational visits.
- ensure that no class of pupils or students should be left unsupervised.
- ensure they take the necessary precautions before undertaking any one-to-one supervision.
- record and report any incident or accident that could be considered a breach of supervision.
- attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - Supervision before School Starts
    - Supervision during Wet Weather
    - Midday Supervision
    - Supervision after School
    - Supervision during Extra-Curricular Activities
    - Supervision during Travel to and from School
    - Supervision during Off-site Visits
    - Supervision of Curriculum Activities

- Safeguarding and Child Protection
- Health and Safety
- Pupil Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

Supporting Pupils or students with Long-Term Medical Conditions

All schools have a legal duty under the Children and Families Act 2014 to support pupils or students with long-term medical conditions such as diabetes, asthma and epilepsy, and we will ensure that these children have full access to the curriculum, all sporting activities and educational visits so that they can play a full and active role in school. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.

Administration of medicines by any member of the school staff is undertaken purely on a voluntary basis and individual decisions will be respected. However, appropriate training will be provided before any member of the school staff who has volunteered and accepted this role to be familiar with all administration of medication procedures. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

Under no circumstances will a member of the school staff administer prescription medicines or undertake healthcare procedures without appropriate training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

The schools work closely with parents/carers, health and social care professionals, the local authority, commissioners and other support services to ensure effective individual health care plans, monitoring, reviewing and updating procedures are in place and to ensure children with medical conditions receive a full education.

The Proprietor has appointed a member of staff to be responsible for coordinating supporting pupils or students with long-term medical conditions.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Procedures

School staff will:

- not administer medications without the appropriate training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- not undertake healthcare procedures without the appropriate training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
  - All aspects of 'Supporting Pupils or students with Long-term Medical Conditions' policy
  - Awareness of the medical condition(s) in question
  - First-aid
  - Administering medication
  - Record keeping
  - Manual handling
  - Confidentiality

Vulnerable Children

Helm Academy have a duty to safeguard and promote the welfare of all children, but those children defined as troubled and vulnerable only:

- looked after children
- traveller children
- bullied/cyber children
- children who go missing from home/school
- children suffering from neglect, physical abuse, sexual abuse, or emotional abuse
- children suffering from bereavement
- children of parents who are refugees/asylum seekers
- children experiencing drugs or alcohol abuse
- children with a disability
- children excluded from school

All school staff receive regular training in safeguarding techniques so that they can recognise the signs and symptoms of suspected child abuse and the procedures of reporting such cases. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

The Proprietor has appointed a member of staff to be the coordinator for Vulnerable Children.

Procedures

School staff will:

be aware of the role of the coordinator who will:

- be fully conversant in safeguarding procedures and in dealing with troubled and vulnerable children.
- provide designated teachers to work with individual children thereby providing support and guidance so that pupils or students are made to feel secure and confident enough to talk if they are experiencing difficulties.
- ensure all school staff are aware of their responsibilities.
- ensure that all school staff are aware of the system of reporting suspected child abuse.
- ensure that personal education plans are in place for looked after children.
- track the progress of all troubled and vulnerable children.
- monitor behaviour and attendance. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
- provide one-to-one tuition for pupils or students.
- report cases of suspected child abuse such as female genital mutilation to social services.
- liaise with social services and other agencies.
- make effective use of relevant research and information to improve this policy.
- organise in-house training for school staff that deals with. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - Vulnerable Children
    - Personal Education Plans
    - Female Genital Mutilation
    - Trafficked Children

Helm Academy

- Child Sexual Exploitation
- Missing Children
- Violent Extremism
- Traveler Children
- Pupils or students with Medical Need
- Mental Health Difficulties

- attend training to keep up to date with new developments and resources. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- ensure all relevant and current documentation is up to date.
- attend safeguarding conferences.
- work closely with outside support agencies.
- attend safeguarding training and other associated training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- report any concerns to the Safeguarding coordinator.
- help promote cultural diversity.

Visitors and Contractors

Helm Academy has a statutory duty to ensure that, so far as reasonably practicable, the school premises are safe and that visitors to school come to no harm. School security systems are in place to ensure the personal safety of the whole school community.

All visitors such as parents/carers, education officials, local authority officials, contractors and others must report to the Head of School upon entering the school premises. They will be welcomed in a cordial confidential, efficient, and purposeful manner. Visitors will be asked to state the purpose of their visit, and to confirm their status by producing verifiable documentation. Visitors will be asked to sign the visitor's book and will always wear a visitors' badge. Visitors will be escorted throughout the duration of their visit and will not encounter pupils or students other than with a member of the school staff.

Procedures

School staff will:

- take reasonable care of their own health and safety.
- take reasonable care of the health and safety of pupils or students, visitors, and contractors.
- be aware of the working agreement between the school and any contractor undertaking work in the school.
- direct all visitors to the school office upon entering the school premises.
- attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
  - All aspects of the 'Visitors and Contractors' policy
  - Safeguarding and Child Protection
  - School Security
  - Health and Safety
  - Risk Assessment

Whistleblowing

Whistleblowing is the "raising of concerns about misconduct within an organisation". All school staff are encouraged to report any serious concerns about any aspect of the school or the conduct of its staff or others acting on behalf of the school. This school is committed to the highest possible standards of openness, integrity, and accountability.

Procedures

School staff:

have a duty to speak out against and report any:

- criminal offence that has been committed, is being committed or is about to be committed.
- person who has failed, is failing or is about to fail compliance with any legal obligation that they are subject to. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.
- miscarriage of justice that has occurred, is occurring or is likely to occur.
- health and safety issues that has endangered, is endangering or is likely to endanger any person.
- damage to the school environment that has been committed, is being committed or is about to be committed.
- who speak out against and report any of the above will receive support from the Governing Body
- will receive support from the Governing Body if allegations have been made against them.
- have a duty to the school not to disclose confidential information but this does not prevent an employee from seeking independent advice nor discussing their concern with the charity Public Concern at Work.
- attend the following training: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - Safeguarding and Child Protection
    - Confidentiality
    - Raising a concern
    - Grievance Procedures

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Safeguarding and Child Protection arrangements for school closure due to COVID-19

Role	**Name**	Phone No.	Email
Designated Safeguarding Lead	Eve Bartlet	Tel:01133502208	e.bartlet@helmacademy.co.uk
Designated Safeguarding Leads	Kaz Birk	Tel:01133502208	k.birk@helmacademy.co.uk
Designated Safeguarding Lead / Director of Education	Eve Bartlet	Tel: 03333 584 485	e.bartlet@helmacademy.co.uk
Managing Director	Fitri Brock	Tel: 03333 584 485	f.brock@helmacademy.co.uk

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Health and Safety at Work Act 1974
- Occupiers 'Liability Acts 1957 and 1984
- Public Health (Control of Diseases) Act 1984
- Public Health (Infectious Diseases) Act 1988
- Children Act 1989
- Schools Standards and Framework Act
- Equality Act 2010
- Children and Families Act 2014
- Management of Health and Safety at Work Regulations 1999
- Education (School Premises) Regulations 1999
- School Premises (England) Regulations 2012
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013

The following documentation is also related to this policy:

- Managing for Health and Safety (HSE)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

Further Information:

https://www.gov.uk/government/topical-events/coronavirus-covid-19-uk-government-response

We are aware that:

Novel Coronavirus (COVID-19):

- is a type of virus where most people can get better with enough rest, water to drink and medicine for pain.
- infection is not serious for most people, including children.
- was first identified in Wuhan City, China in January 2020.
- has an incubation period between 2 and 14 days.
- has symptoms like other respiratory viruses such as the flu which may include cough, shortness of breath or fever.
- can cause more severe symptoms in people with weakened immune systems, older people, and those with long-term conditions such as diabetes, cancer, and chronic lung disease.
- infection usually occurs through close contact (less than 2 meters away) with a person who has the infection.
- infection can also occur by touching contaminated surfaces if people do not wash their hands

‘During a COVID-19 outbreak **vulnerable** children and young people are defined as those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked after child.
- have an education, health, and care (EHC) plan whose needs cannot be met safely in the home environment.
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who are therefore in need of continued

Helm Academy
EMPOWERING MINDS, INSPIRING FUTURES

education provision which might include children on the edge of receiving support from children's social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion'.

during the COVID-19 outbreak parents/ carers whose work is critical to the COVID-19 response include those who work in:

- health and social care.
- education and childcare.
- key public services.
- local and national government.
- food and other necessary goods.
- public safety and national security.
- transport.
- utilities, communication, and financial services

We have a duty to continue to help to protect vulnerable children during this period of school closure by working with children's social workers and with the local authority virtual school head for looked-after and previously looked-after children.

We are aware that parents of vulnerable children do not have to bring their children to school during this period, but we make every effort to encourage them to do so.

We have in place a senior member of staff who tries to keep in contact with them every other day either by phone or email and failing that we report to social services.

14. Training Helm Academy Ltd Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Training organised by the HELM ACADEMY LTD Learning and Development Department will take place for school staff Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- on induction to the school
- throughout the academic year

All school staff:

- have equal chances of training, carer development and promotion. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- receive training on induction which specifically covers: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
    - All aspects of this policy
    - School Staff Code of Conduct
    - Keeping Children Safe
    - Working Together to Safeguard Children
    - Female Genital Mutilation
    - Prevent Awareness

- Safeguarding pupils or students who are vulnerable to extremism
- Child Sexual Exploitation
- Radicalisation and Extremism
- Listening to Pupils or students
- The Safe Use of the Internet and Social Media
- Equal opportunities
- Inclusion

All school staff must undertake appropriate annual renewal training in: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- Child protection issues
- Restraint training Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- Recognising signs of abuse
- Handling disclosures

All school staff must attend additional awareness training in the following: Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

- What to do if a child is being abused
- Child-on-Child abuse
- Honour-based violence
- Understanding and knowing how to overcome the additional safeguarding vulnerabilities of learners with SEN and disabilities

15. Raising Awareness of this Policy

We will raise awareness of this policy via:

- Brochure
- Staff Handbook.
- Meetings with school staff.
- Annual report to the Board, stakeholder and the local authority
- Head of School reports to the Executive Headteacher (If in post) Director of Education
- Information is displayed in the main school entrance.
- School website

16. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not priorities or disadvantage any pupil and it helps to promote equality at this school.

17. Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Head of School , the Executive Head Teacher, Director of Education and the Proprietor.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Appendix 1 - Dealing with Disclosure

Staff must not give absolute guarantees of confidentiality to those who report concerns about the possible abuse of a child and or young person or the potential for significant harm. However, staff and fostering household can give assurances that the information will be passed to only the relevant persons who need to know to ensure the right action is taken to address the concerns and to safeguard the child or young person.

Staff must at all times ensure that any information that is disclosed/shared is recorded and reported as set out in the Care for Children's Reporting and Recording procedures.

If children and young people wish to talk to staff about being hurt and or previous abuse the following guidelines should be followed:

- Reassure the child/young person that they were right to tell and that you will do what you can to keep them safe.
- Try to explain in a way that the child /young person can understand being aware of cultural differences and cognitive ability.
- Listen to the child/young person and maintain eye contact. allow the child/young person to talk, but do not press for information. do not ask any questions about the disclosure but listen.
- Explain that you cannot keep confidentiality - let the child/young person know that other people will have to be told so that the abuse can stop but that will only be on a 'need to know basis.
- DO NOT interrogate the child/young person or ask leading questions.
- DO NOT prompt.
- DO NOT ask the child/young person to repeat their account to anyone.
- Explain that you need to get help to keep the child/young person safe.
- DO NOT talk to the alleged abuser.
- Make an accurate record of information / time / presentation immediately.
- Report this to your line manager at the earliest available opportunity and at the latest by the end of your shift/day on which the concerns arise and ensure you sign your account.
- Should the matter reach a court case you should read the Interim Guidelines on Prosecuting Cases of CSA issued by the Director of Public Prosecution on 11 June 2013 and ensure the child/young person is afforded the protection contained within these guidelines.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

Appendix 2 - Procedure for dealing with Safeguarding Children Concerns

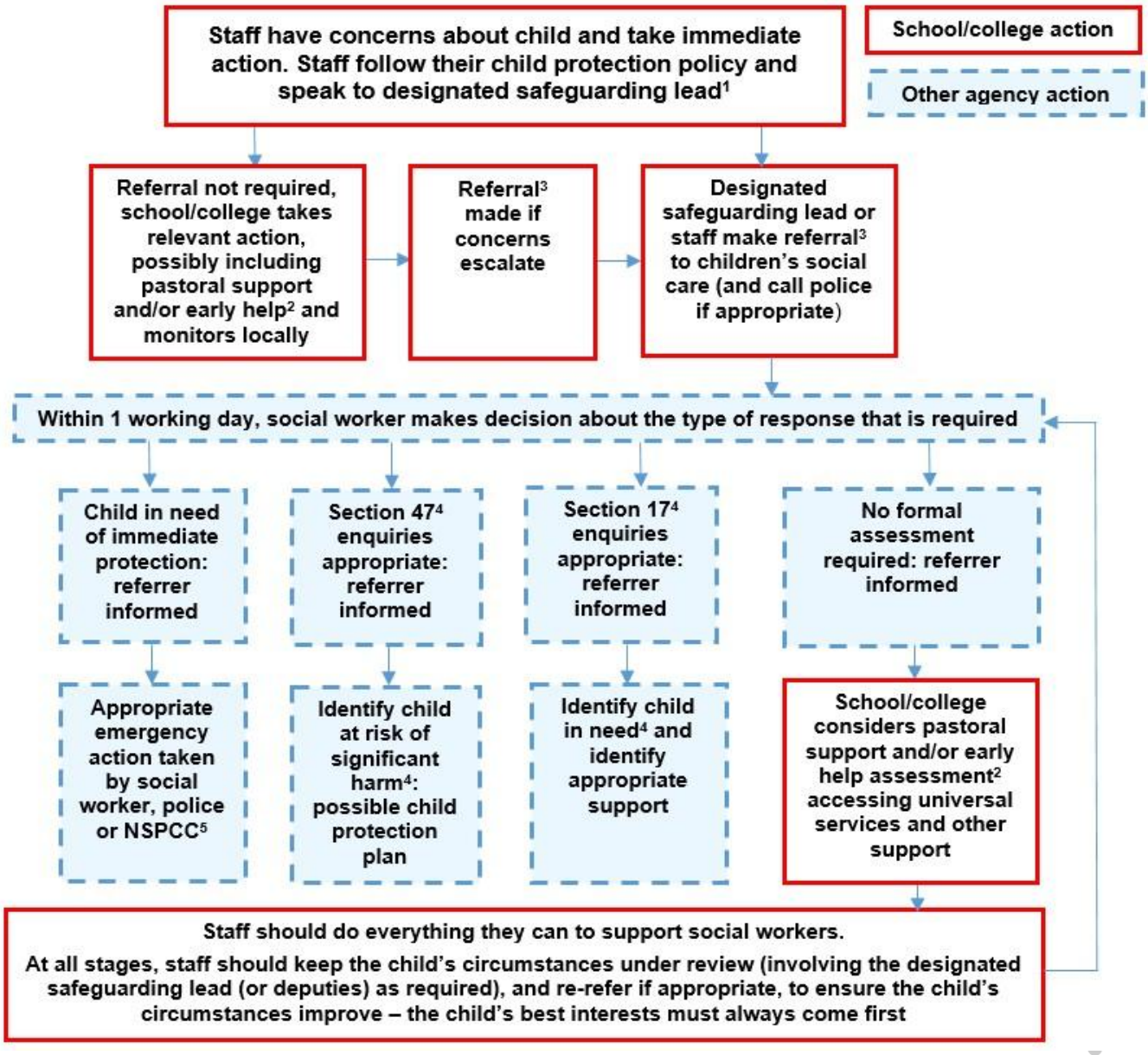
Dealing with allegations/observations of abuse, neglect or exploitation which arise in the community

If information is received either directly or via a third party that a young person has been abused by a person known to them in the Community, this will be taken seriously and dealt with in line with Appendix 10.

If the Head of School has any doubts about whether the information received constitutes a child safeguarding concern, they **must** consult with the DSL. If following this consultation, it is still unclear whether the situation requires a safeguarding response then the DSL or deputy **must** consult with the local authority designated officer to agree a way forward. The DSL or deputy will keep a record of this consultation.

If the allegation relates to sexual and or criminal exploitation, the above procedure applies **except** that the Manager and the Head of School will consult with Children Social Care to agree an appropriate level of response (either via Safeguarding Children Procedures or through the young person's ongoing placement/care plan.

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES



1 In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance. 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. Working Together to Safeguard Children provides detailed guidance on the early help process. 3Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children. 4Under 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 Working Together to Safeguard Children. 5This could include applying for an Emergency Protection Order (EPO).

EMPOWERING MINDS NAVIGATING FUTURES

Appendix 3 - Procedures for Managing Allegation Against Staff

As detailed in Helm Academy Ltd Essential Standards, the organisation will ensure that appropriate safeguarding practice is in place, that children and young people do not receive unsafe care or treatment or be put at risk of any potential harm. Helm Academy Ltd will ensure that all steps are taken to safeguard children and young people and that adults are safe to work with children and young people. We recognise that sometimes the behaviour of adults may lead to allegations being made. Managing allegations against staff can be difficult, stressful, and challenging but Helm Academy's commitment to safeguard and protect children and young people is of paramount importance. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

No disciplinary or any other action will be taken without a full and proper investigation, during which the accused staff member will be given the opportunity to respond to any allegation which has been made.

If the allegation of professional abuse has come from a child or a young person, then the support detailed within Appendix 2 (Dealing with a Disclosure) must be followed ensuring that they receive the correct support.

Upon receipt of allegation against staff Head of School, must complete the safeguarding incident record and forward onto the DSL or Managing Director (Fitri Brock) for further comment and an agreed plan of action. They in turn notify and liaise with the LADO who will decide how the allegations will be progressed.

If the DSL is unavailable the responsible manager must alert the Director of Education or in their absence the Managing Director and must report the matter immediately but within 24 hours of the allegation coming to light to the LADO/DO, placing local authority/s must be informed by the Head of School in line with Regulation 40 of the Children Homes Regulations 2015. Under no circumstances should there be any avoidable delay in progressing concerns about a child or young person's safety and protection.

They should at the same time share with the LADO/DO any previous relevant assessment and or allegations against the staff member or fostering household which could suggest the staff member may present a risk to children and young people.

Helm Academy
EMPOWERING MINDS · NAVIGATING FUTURES

Once the information is shared the Managing Director and LADO/DO will jointly evaluate the allegation along with any other relevant agencies such as the police and children social care as well Ofsted. The focus of this will be to determine the nature of the concerns and safeguarding for the child. As the protection and safeguarding of children and young people is the primary concern, the Managing Director and LADO/DO must ensure consideration is given to the support for the child or young person as well as capturing the child/young person's views and wishes.

If, it is agreed, that the matter meets the threshold and will be progressed as a section 47 safeguarding concern, it will be managed in line with the existing Safeguarding Partnerships, and Safeguarding Board procedures. In this circumstance the DSL and or the respective Head of School will update Ofsted. The placing social worker will also be informed if they were not involved in the strategy meeting/discussions. This should be verbal and confirmed in writing within 24 hours of the meeting/discussions.

In cases where a formal strategy meeting/discussion is not considered appropriate because the threshold of 'significant harm' is not reached, but a police investigation might be needed, the LADO/DO should nevertheless conduct a similar discussion with the police, Managing Director, and any other agencies involved with the child to evaluate the allegation and decide how it should be dealt with.

Once the allegation come to light the member of staff must be informed of the allegation/concern and of the action being taken. However, it is important that the Head of School and or Managing Director do not get drawn into lengthy discussions with the staff member so as not to compromise any investigation whether criminal or otherwise. If the member of staff attempts to obtain further information, this must be resisted, and the staff informed about the process and signposted to these procedures. It may be that the staff member, as an immediate action, will be asked to leave the setting as a means of securing the child/young person's safety and any evidence but also to protect the staff member.

A decision will be made once the worker leaves the setting whether they will be suspended. If the decision is to suspend, then the Head of School or DSL will update the member of staff within 24 hours detailing the next steps. However, a suspension should not be taken as a disciplinary sanction but a precautionary measure to protect all concerned and where allowing the employee to continue working during an investigation may compromise the integrity of the investigative process.

During suspension, employees are prohibited from attending the workplace other than for attending meetings/hearings concerning the matter and should not contact any work colleagues or young people except for their nominated representative, in most circumstances this will be a member of the HR Department. Any meetings that are required to be held, will be predominantly held at Helm Academy Ltd Head Office to ensure no contact with children and young people during the suspension. While each case will be dealt with dependent on the circumstances any period of suspension necessary will be as brief as possible and kept under review. Please refer to the Disciplinary Procedure.

Re-deployment pending an investigation

In some cases, for example where the allegation is that a child was hurt during physical intervention, the DSL following consultation with the LADO/DO, a decision could be to re-deploy the staff member into another service/department and undertake supervised duties not entailing one to one time with children and young people. Each case will be looked at individually with a clear record of how the decision was made and who was involved.

Resignations and 'compromise agreements'

The fact that the member of staff tenders their resignation, or ceases to provide their services, must not prevent an allegation being followed up in accordance with these procedures. It is important that every effort is made to reach a conclusion in all cases of allegations relating to the safety or welfare of children including any in which the individual concerned refuses to co-operate with the process. Wherever possible the staff should be given a full opportunity to answer the allegation and make representations about it, but the process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be regarded as substantiated based on all the information available should continue even if that cannot be done or the person does not co-operate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if the staff or fostering household's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

By the same token so called 'compromise agreements' by which a person agrees to resign, the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any event, such an agreement will not prevent a thorough police investigation where appropriate. Nor can it override the duty to make a referral to the Vetting and Barring Scheme and or the professional body such as Health Care Professional Council (HCPC), Teaching Regulation Agency (TRA) and Social Work England where circumstances require this. Furthermore, this would not be in line with the underlining regulations governing services.

Helm Academy
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Additional Considerations

If the allegation is about the Head of School, the same procedures must be followed. However, the allegations must be reported to the DSL directly who, with the CEO, will decide about the managers duties.

If the allegation is about the DSL then the incident should be reported directly to the Managing Director and vice versa. If the incident is about the Managing Director, the LADO should be informed.

Where parents of a child or young person are involved in their care, they should be told about the allegation as soon as possible if they do not know about it already (the placing authority social worker can decide who will do this). They should be kept informed about the progress of a case and told the outcomes where there is not a criminal prosecution. That includes the outcome of any disciplinary process.

The DSL within Helm Academy Ltd will nominate an officer (usually a Senior Leader) to keep the person who is subject to the allegation informed of the progress of the case and arrange to provide appropriate support to the individual while the case is ongoing.

Conclusion of investigation

At the end of an enquiry a strategy discussion/meeting should be held by the LADO/DSL (or equivalent) to draw a line under the investigation and determine next steps. These actions may include prosecution or a decision to refer to the Vetting and Barring Scheme and professional bodies where necessary. At this stage, with the permission of the statutory investigating agencies, Helm Academy Ltd will initiate its own disciplinary investigation and hearing where this has been concluded is appropriate. (See Helm Academy's Disciplinary Procedures) for more information about this stage of the process.

The concluding strategy meeting should also determine the outcome of the investigation and set out clearly whether the allegation was substantiated. unfounded, malicious, or False. Furthermore, the DSL must ensure that a detailed evaluation and analysis is completed which must include lessons learnt, impact for practice and whether the need to review the organisation's policies and procedures is identified. In most cases the regulator and LADO/DSL will request a copy of the concluding internal management report. Managers must ensure this is made available. This must be agreed at the strategy meeting and any communication with the regulator.

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Wherever, possible a meeting must be held between the worker and investigating officer and line manager to discuss the learning for the work and any plan of support to assist the worker's ongoing development.

Record keeping in respect of allegations against staff

Helm Academy Ltd will keep a clear and comprehensive summary of any allegations made, where the behaviour of the staff resulted in the child being harmed or may have harm a child, that they pose a risk to the child and that they have committed a criminal offense against the child. The records will include details of how the allegation was followed up and resolved, and details of any action taken, and decisions reached. This information will be retained, on the staff member's personnel file as well as making sure the staff member receives a copy of the records. The information will be retained on file, including for people who leave the organisation, at least until the person reaches normal retirement age or for 10 years if that will be longer. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where a future DBS disclosure reveals information from the police that an allegation was made but did not result in a prosecution or a conviction. And it will prevent unnecessary re-investigation if, as sometimes happens, allegations re-surface after a period.

Concerns that do not meet the harm threshold

We promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold - are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph 338. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that: Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

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

Examples of such behaviour could include, but are not limited to: Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language

See *Staff code of conduct policy*.

We create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns about a member of staff should be **reported** to the designated safeguarding lead (or deputy). Where a low-level concern is raised about the designated safeguarding lead, it should be shared with the Head of School. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

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All low-level concerns should be **recorded** in writing by the designated safeguarding lead (or deputy). The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.

The records must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). They should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school or college should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO. Consideration should also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

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Appendix 4 - Procedure for dealing with Child-on-Child abuse, Sexual violence and sexual harassment

When an allegation is made by a child/young person against another, members of staff and fostering households should consider whether the allegation is a complaint or whether it raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

The DSL must alert and report the allegation to the respective social workers of both children and young people involved to assess and determine the way forward. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents (if applicable) informed.

The information and situation should be assessed. This assessment should consider the risks pose and whether the risks are significant, whether, to keep children and young people the alleged perpetrator must be moved from the placement. Any such decision must be risk assessed and handled sensitively being mindful of the need to support both victim and perpetrator.

The Head of School and DSL must consider completing a risk assessment including a safeguarding risk assessment to take account of any preventive strategies needed. This should be used to inform an interim supervision plan. Any supervision plan must address the resources necessary to keep all children and young people safe including increased staffing. The supervision and or care plan must be monitored and updated as necessary and should include evaluation of the effectiveness of the plan and risk assessment.

A record of the allegation must be made but no attempt at this stage should be made to investigate the circumstances. The records should include details of the date, time, location, and circumstances in which the allegation was made. The record, should, as far as possible, be a verbatim account of what the child/young person said. Staff should not 'translate' the child/young person's account into adult language or censor it or put their own interpretation on what has been alleged. In addition, it should be legible, clear, concise, and free from jargon and abbreviations.

The Head of School, DSL, social worker with the child/young person's involvement(victim) makes decisions about the support they need as well as the action necessary in respect of the alleged perpetrator.

Where neither Children's Social Care nor the police accept the allegation, the Head of School and DSL must nevertheless review the situation to identify whether any additional safeguards and support is necessary to promote all children and young people's welfare.

It is important that the child or young person is kept informed and updated of all action and progress of the concern/allegation. At conclusion, the child and or young person must be informed of the outcome verbally and confirmed in writing. With a copy of the records placed on their case file.

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Appendix 5 - Procedures for dealing with incidents of Nudes & semi-nudes

Disclosures about sexual imagery can happen in a variety of ways. The child or young person affected may inform a class teacher, a friend, member of staff, social worker, DSL etc. They may report through a parent or fostering household or directly to the police if they are confident to do so.

All members of staff and fostering household should be made aware of how to recognise and refer any disclosures of incidents involving sexual imagery. This will be supported through training. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

Any direct disclosure by a child or young person must be taken very seriously. A child or young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure is a last resort, and they may have already tried to resolve the issue themselves. Care must be taken to reassure and support the child or young person.

Initial review meeting

The initial review meeting should consider the evidence and aim to establish:

- Whether there is an immediate risk to the child/young person
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery to safeguard the child/young person – in most cases, imagery should not be viewed
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services in consultation with DSL, police, and others
- Any relevant facts about the children/young people involved which would influence risk assessment
- Whether to contact parents

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An immediate referral to police and/or children's social care should be made if at this initial stage if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- Whether the imagery suggests from information obtained that the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts
- You have reason to believe a child/young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

Decision not to involve the police and children social care should only be made if the DSL is confidently that:

None of the above factors applies. If this is the case, the Head of School and/or DSL may decide to respond to the incident without involving the police but should alert the social worker to the concern for their consideration. However, all staff and fostering household must be mindful that if further information/concerns come to light the incident could be escalated.

The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to children and young people involved and the risks can be managed with support and activation of the behaviour management procedures. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

The decision should be made by the DSL with input from the Head of School and input from other members of staff where appropriate. The decision should be recorded in line with Helm Academy Ltd reporting and recording policy, but it is important that the information is recorded on the children/young people's case file.

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Appendix 6 - NSPCC guidance on child protection records retention

Guidance on Retention Periods Type of record	Retention
Child welfare concerns that your organisation refers on to children's social care or the police. For example, this would include concerns about physical, sexual, emotional or neglect of a child, disclosures from a child about being abused or information from a third party which might suggest a child is being abused. concerns about a parent or another adult that uses your organisation, or a young person who has been abused by another young person.	The referral should be acknowledged in writing by children's social care, and your organisation keeps this on file. Records should be kept for 6 years after the last contact , unless any of the exemptions apply (listed above) or if your organisation is required to comply with any other statutory requirements.
Child welfare concerns that your organisation decide, after consultation, do not necessitate a referral to children's social care or the police. In such circumstances the organisation should make a record of the concern and the outcome. For example, where a child has been bullied, overly pushy parents or a very distressed child where the distress is unrelated to child abuse.	Destroy the record a year after the child/adult concerned ceases to use the service unless the child or adult are continuing to use your organisation.
Concerns about people (paid and unpaid) who work with children and young people, for example, allegations, convictions, disciplinary action, inappropriate behaviour towards children and young people. For example, where an employee has breached the code of conduct, a record of the behaviour, the action taken, and outcome should be recorded.	Personnel files and training records (including disciplinary records and working time records) - retain for 6 years after employment ceases. However, the records should be retained for a longer period if any of the following apply: There were concerns about the behaviour of an adult who was working with children where s/he behaved in a way that has harmed, or may have harmed, a child. The adult possibly committed a criminal offence against, or related to, a child. The adult behaved towards a child in a way that indicates s/he may pose a risk of harm to children In such circumstance's records should be retained at least until the adult reaches normal retirement age, or for 10 years if that is longer.
Criminal Records Bureau disclosures obtained as part of the vetting process.	The actual disclosure form must be destroyed after 6 months. However, it is advisable that organisations keep a record of the date of the check, the reference number, the decision about

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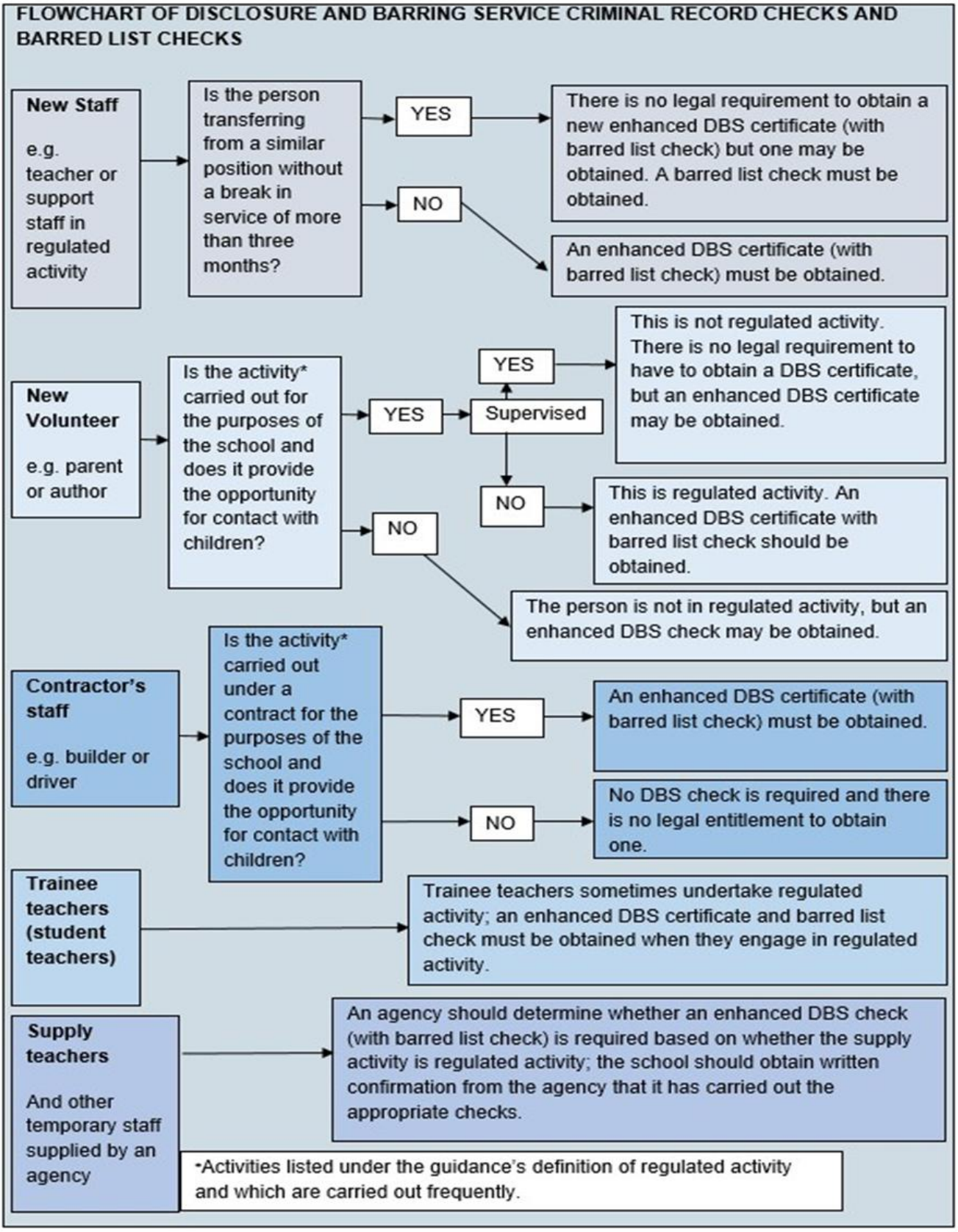
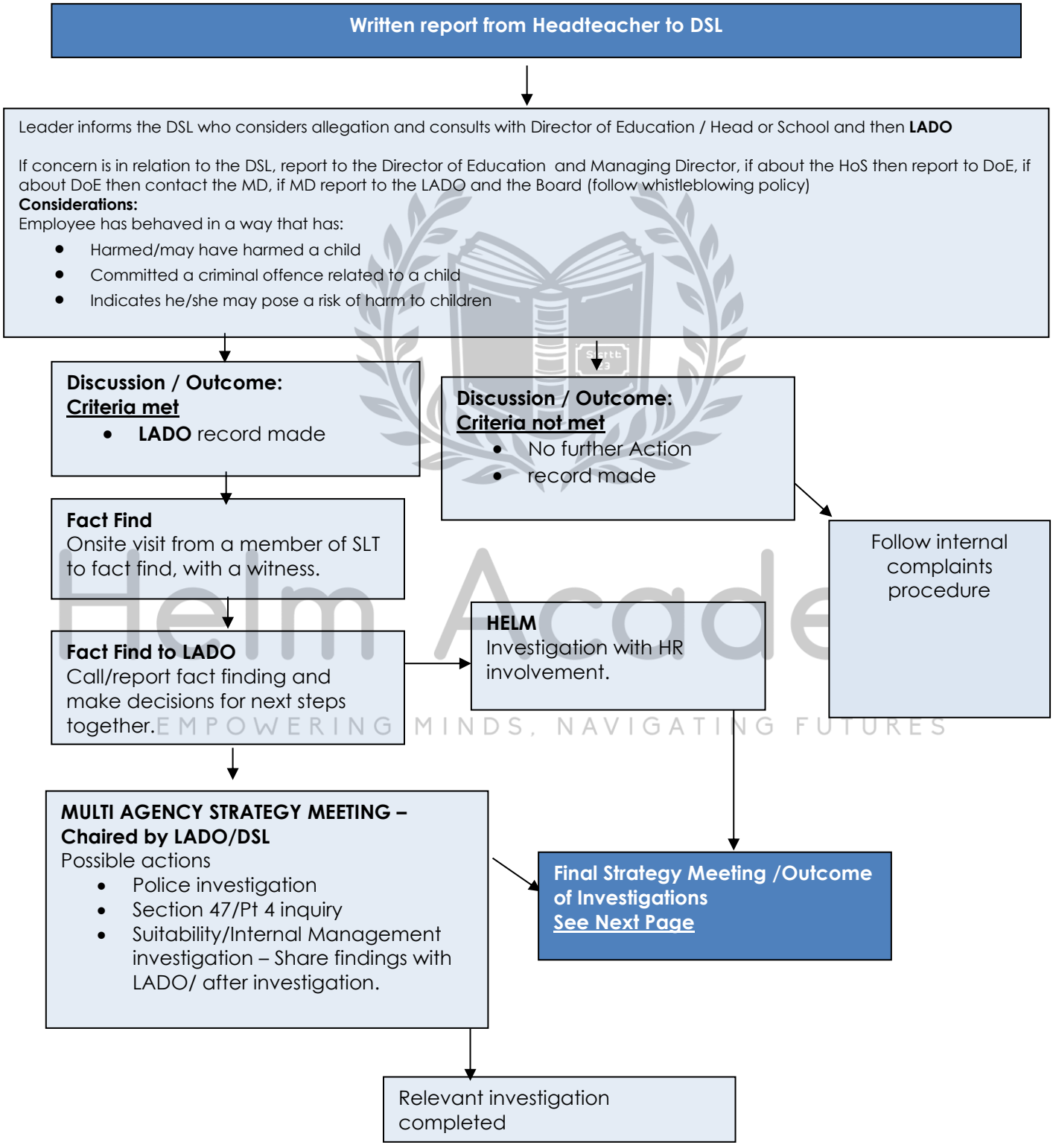

FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS
New Staff
e.g. teacher or support staff in regulated activity
Is the person transferring from a similar position without a break in service of more than three months?
YES
There is no legal requirement to obtain a new enhanced DBS certificate (with barred list check) but one may be obtained. A barred list check must be obtained.
NO
An enhanced DBS certificate (with barred list check) must be obtained.
New Volunteer
e.g. parent or author
Is the activity* carried out for the purposes of the school and does it provide the opportunity for contact with children?
YES
Supervised
YES
This is not regulated activity. There is no legal requirement to have to obtain a DBS certificate, but an enhanced DBS certificate may be obtained.
NO
This is regulated activity. An enhanced DBS certificate with barred list check should be obtained.
NO
The person is not in regulated activity, but an enhanced DBS check may be obtained.
Contractor's staff
e.g. builder or driver
Is the activity* carried out under a contract for the purposes of the school and does it provide the opportunity for contact with children?
YES
An enhanced DBS certificate (with barred list check) must be obtained.
NO
No DBS check is required and there is no legal entitlement to obtain one.
Trainee teachers (student teachers)
Trainee teachers sometimes undertake regulated activity; an enhanced DBS certificate and barred list check must be obtained when they engage in regulated activity.
Supply teachers
And other temporary staff supplied by an agency
An agency should determine whether an enhanced DBS check (with barred list check) is required based on whether the supply activity is regulated activity; the school should obtain written confirmation from the agency that it has carried out the appropriate checks.
*Activities listed under the guidance's definition of regulated activity and which are carried out frequently.

Appendix 7 - Allegations of professional abuse process

This process is to be followed for all allegations against **any** professionals including carers within schools and residential services:

- ✓ Allegation received
- ✓ Reported to senior managers immediately
- ✓ Recorded in writing on pro forma



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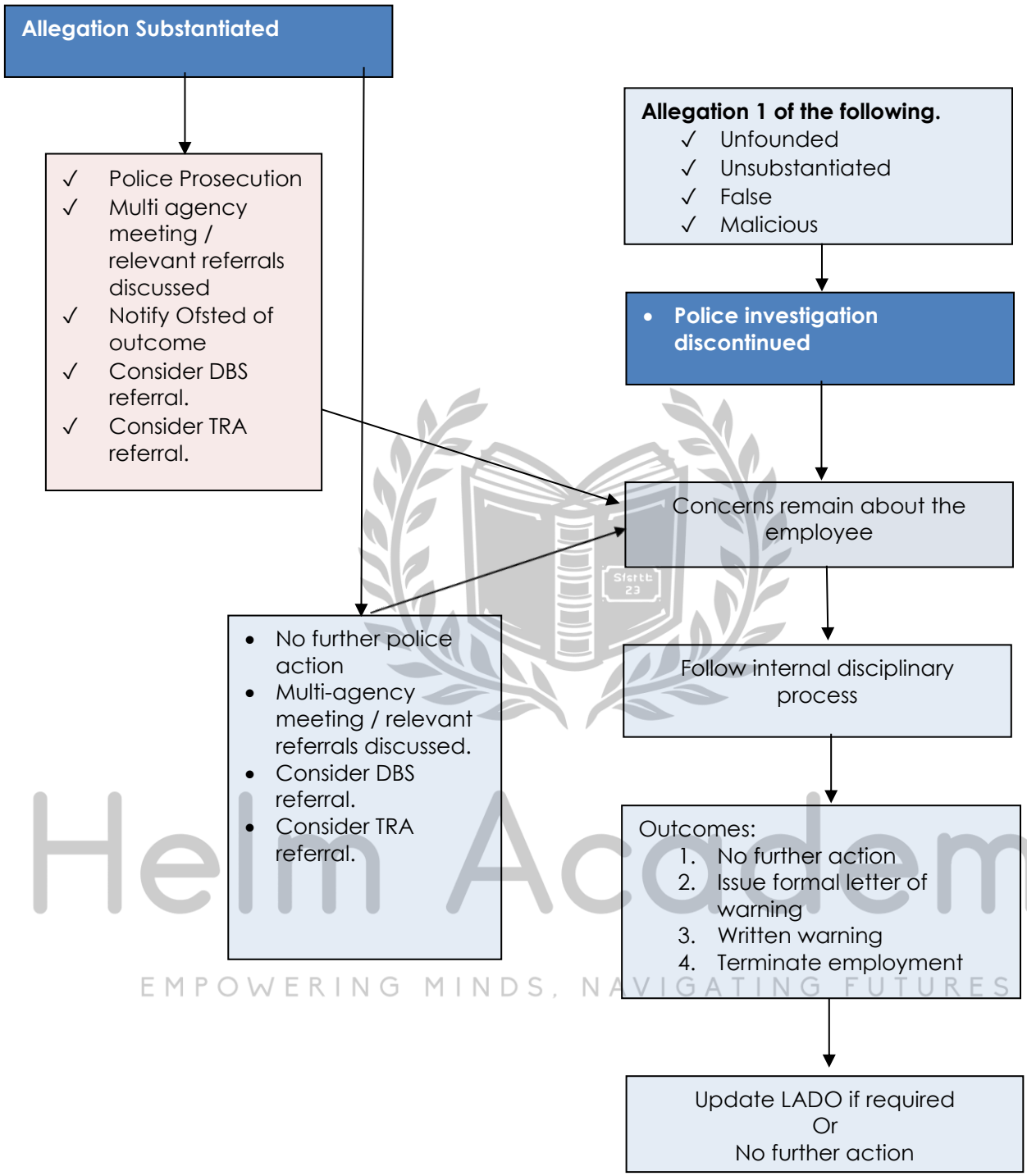
Outcomes of investigations



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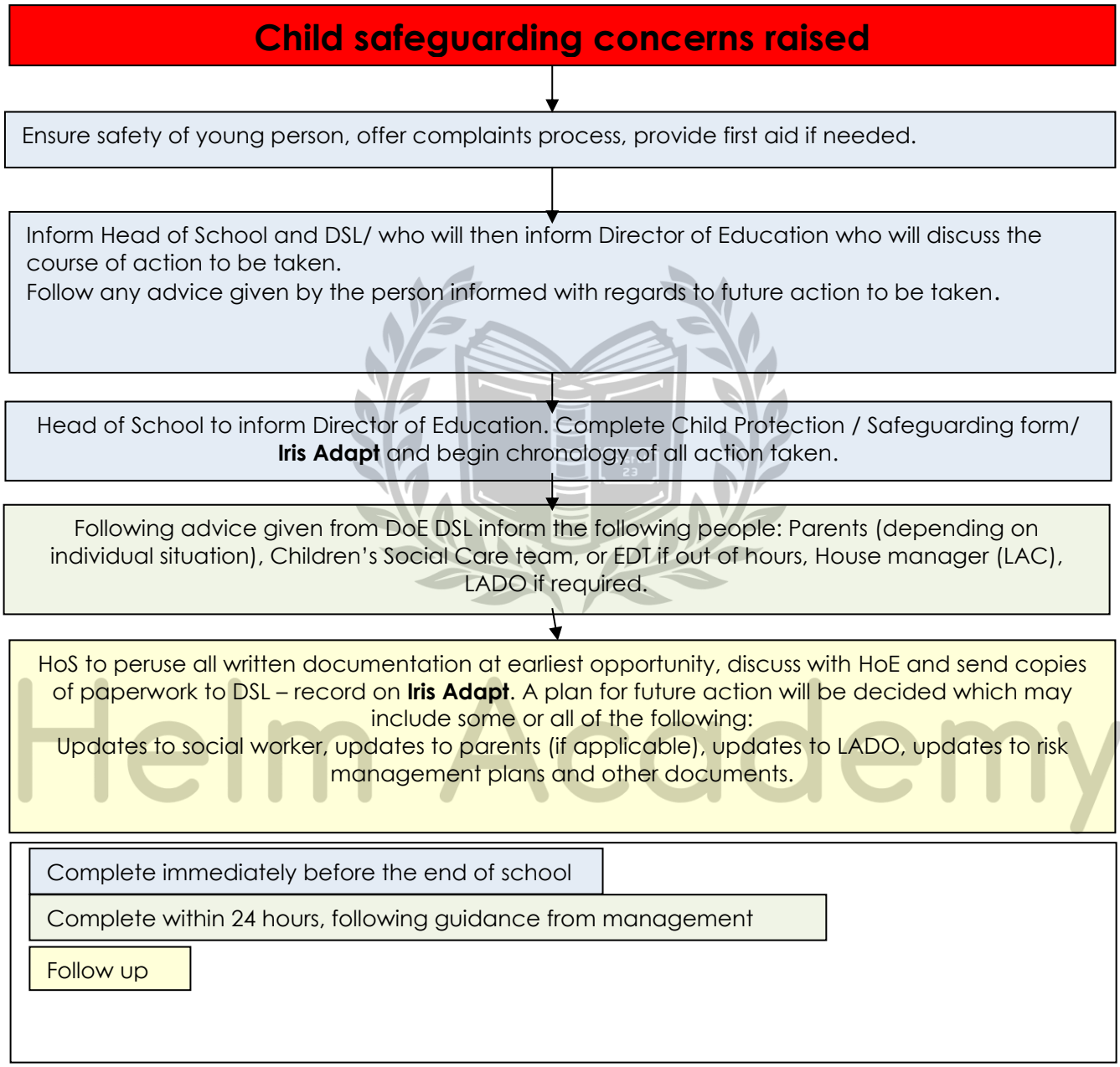
KEY	
LADO	Local Authority Designated Officer (England)
DSL	Designated Safeguarding Lead
HELM ACADEMY LTD DSL	Designated Safeguarding Officer at Head office
DoE	Director of Education
MD	Managing Director
HoS	Head of School

Appendix 8 - Helm Academy Ltd Safeguarding Reporting Process

This process is for all safeguarding concerns and allegations apart from those of professional abuse (i.e., allegations on staff)



18. Cross Reference

Anti-Bullying Policy
Behaviour Management Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
Helm Academy Ltd Essential Standards
Child Exploitation Policy
Code of Conduct Policy
Complaint policy
Disciplinary Procedure
Female Genital Mutilation Policy
Grievance Procedure
Internet Safety Policy
Involvement in Gangs Policy
Managing Allegation against Staff Policy/Procedures
Promoting Positive Behaviour Policy Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
PSHE Policy
Recruitment and Selection Policy and Procedures
Safeguarding Children at Risk of Radicalisation and / or Extremism Policy
Safer Caring Policy
Whistleblowing Policy

Education Act 2002
Education (schools standards) Regulations 2010,
Female Genital Mutilation Act 2003
Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges
Protecting children from radicalisation: the prevent duty (DfE, August 2015)
The United Nations' Convention on the Rights of the Child (1989)
Teachers' Standards, Department for Education guidance available on GOV.UK website
Working Together to Safeguard Children - Chapter 3

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Gov.uk Website - Overview of Nudes & semi-nudes Guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Nudes & semi-nudes_Guidance.pdf

Gov.uk Website - Nudes & semi-nudes in schools and colleges
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Nudes & semi-nudes_In_Schools_FINAL_Update_Jan17.pdf

Gov.uk Website - Safeguarding Disabled Children Practice Guidance 2009
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

Think Know **-** ***https://www.thinkuknow.co.uk/professionals/guidance/Nudes & semi-nudes-guidance-wales/***

Education for Connected World
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf

19. Additional advice and support

There is a wealth of information available to support schools and colleges. The following list is not exhaustive but should provide a useful starting point:

Abuse

Centre of Expertise on Child Sexual Abuse has introduced new resources to help education professionals identify and respond to concerns of child sexual abuse and abusive behaviours. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

What to do if you're worried a child is being abused – DfE advice

Domestic abuse: Various Information/Guidance – Home Office advice

Faith based abuse: National Action Plan – DfE advice

Forced marriage resource pack

Disrespect NoBody campaign – GOV.UK – Home Office website

Tackling Child Sexual Abuse Strategy – Home Office policy paper

Together we can stop child sexual abuse – HM Government campaign

Bullying

Preventing bullying including cyberbullying – DfE advice

Children missing from education, home or care

Children missing education – DfE statutory guidance

Children who run away or go missing from home or care – DfE statutory guidance

Missing Children and Adults strategy – Home Office strategy

Children with family members in prison

National Information Centre on Children of Offenders – Barnardo's in partnership with HM Prison and Probation Service

Child exploitation

Safeguarding children who may have been trafficked – DfE and Home Office guidance

Care of unaccompanied migrant children and child victims of modern slavery – DfE statutory guidance

Modern slavery: how to identify and support victims – HO statutory guidance

Child exploitation disruption toolkit – HO statutory guidance

Preventing Child Sexual Exploitation – The Children's Society and Home Office

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County Lines Toolkit For Professionals – The Children's Society in partnership with Victim Support and National Police Chiefs' Council

Multi-agency practice principles for responding to child exploitation and extra-familial harm – Non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

Confidentiality

Gillick competency Fraser guidelines – Guidelines to help with balancing children's rights along with safeguarding responsibilities.

Drugs

From harm to hope: A 10-year drugs plan to cut crime and save lives – Home Office strategy

Honest information about drugs – Talk to Frank website

Drug and Alcohol education – teacher guidance & evidence review – PSHE Association

(So-called) 'honour'-based abuse, including FGM and forced marriage

Female genital mutilation: information and resources – Home Office guidance

Female genital mutilation: multi agency statutory guidance – DfE, Department for Health, and Home Office

Forced marriage – Forced Marriage Unit (FMU) resources

Forced marriage – Government multi-agency practice guidelines and multi-agency statutory guidance

FGM resource pack – HM Government guidance

Health and well-being

Rise Above: Free PSHE resources on health, wellbeing and resilience – Public Health England

Supporting pupils at schools with medical conditions – DfE statutory guidance

Mental health and behaviour in schools – DfE advice Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

Overview - Fabricated or induced illness – NHS advice

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Homelessness

Homelessness code of guidance for local authorities – Department for Levelling Up, Housing and Communities guidance

Information sharing

Government information sharing advice – Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

Information Commissioner's Office: Data sharing information hub – Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Online safety advice

Childnet – Provides guidance for schools on cyberbullying

Educateagainsthate – Provides practical advice and support on protecting children from extremism and radicalisation
London Grid for Learning – Provides advice on all aspects of a school or college's online safety arrangements
NSPCC E-safety for schools – Provides advice, templates, and tools on all aspects of a school or college's online safety arrangements
Safer recruitment consortium – 'Guidance for safe working practice', which may help ensure staff behaviour policies are robust and effective Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
Searching screening and confiscation – Departmental advice for schools on searching children and confiscating items such as mobile phones
South West Grid for Learning – Provides advice on all aspects of a school or college's online safety arrangements
Use of social media for online radicalisation – A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
Online Safety Audit Tool – From UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring
Online safety guidance if you own or manage an online platform – DCMS advice

A business guide for protecting children on your online platform – DCMS advice

UK Safer Internet Centre – Provides tips, advice, guides and other resources to help keep children safe online

Online safety relating to remote education, virtual lessons and live streaming

Guidance Get help with remote education – Resources and support for teachers and school leaders on educating pupils and students
Departmental guidance on safeguarding and remote education – Including planning remote education strategies and teaching remotely
London Grid for Learning – Guidance, including platform-specific advice
National Cyber Security Centre – Guidance on choosing, configuring and deploying video conferencing
UK Safer Internet Centre – Guidance on safe remote learning

Online safety – support for children

Childline – For free and confidential advice
UK Safer Internet Centre – To report and remove harmful online content
CEOP – For advice on making a report about online abuse

Online safety- parental support

Childnet – Offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support
Commonsensemedia – Provides 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, Nudes & semi-nudes, and cyberbullying
Internet Matters – Provides age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world
How Can I Help My Child? – Marie Collins Foundation – Sexual abuse online
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

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Manual handlingStopitnow resource from The Lucy Faithfull Foundation – 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) Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
National Crime Agency/CEOP Thinkuknow – Provides support for parents and carers to keep their children safe online
Parentzone – Provides help for parents and carers on how to keep their children safe online
Talking to your child about online sexual harassment: A guide for parents – This is the Children's Commissioner's parental guide on talking to their children about online sexual harassment

Private fostering

Private fostering: local authorities – DfE statutory guidance

Radicalisation

Prevent duty guidance – Home Office guidance
Prevent duty: additional advice for schools and childcare providers – DfE advice

Educate Against Hate website – DfE and Home Office guidance
Prevent for FE and Training – Education and Training Foundation (ETF) Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
Extremism and Radicalisation Safeguarding Resources – Resources by London Grid for Learning

Managing risk of radicalisation in your education setting – DfE advice

Serious violence

Serious violence strategy – Home Office strategy

Factors linked to serious violence and how these factors can be used to identify individuals for intervention – Home Office

Youth Endowment Fund – Home Office

Gangs and youth violence: for schools and colleges – Home Office advice

Tackling and girls strategy – Home Office strategy

Violence against women and girls: national statement of expectations for victims – Home Office guidance

Sexual violence and sexual harassment

Specialist organisations

Barnardo's – UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
Lucy Faithfull Foundation – UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.
Marie Collins Foundation – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.

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NSPCC – Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
Rape Crisis – National charity and the umbrella body for their network of independent member Rape Crisis Centres.
UK Safer Internet Centre – Provides advice and support to children, young people, parents, carers and schools about staying safe online.

Harmful sexual behaviour *Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.*

Rape Crisis (England & Wales) or The Survivors Trust – For information, advice, and details of local specialist sexual violence organisations.
NICE guidance – Contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.
HSB toolkit – The Lucy Faithfull Foundation – designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
The Lucy Faithfull Foundation also run shorespace.org.uk which provides a safe and anonymous place for young people to get help and support to prevent harmful sexual behaviours. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework – Free and independent advice about HSB. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

Contextual Safeguarding Network – Beyond Referrals (Schools) – Provides a school self-assessment toolkit and guidance for addressing HSB in schools.
Preventing harmful sexual behaviour in children - Stop It Now – Provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.

Support for victims

EMPOWERING MINDS, NAVIGATING FUTURES

Anti-Bullying Alliance – Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.
Rape Crisis – Provides and signposts to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.
The Survivors Trust – UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.
Victim Support – Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
Childline – Provides free and confidential advice for children and young people.

Toolkits

NSPCC – Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.
NSPCC – Resources which help adults respond to children disclosing abuse.

NSPCC also provide free and independent advice about HSB: NSPCC - Harmful sexual behaviour framework Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire – Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.
Contextual Safeguarding Network – Self-assessment toolkit for schools to assess their own response to HSB and levers for addressing HSB in schools.
Childnet - STAR SEND Toolkit – Equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities (SEND).
Childnet - Just a joke? – Provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
Childnet - Step Up, Speak Up – A practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
NSPCC - Harmful sexual behaviour framework – An evidence-informed framework for children and young people displaying HSB. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
Farrer & Co: Addressing child on child abuse: a resource for schools and colleges – This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

Sharing nudes and semi-nudes

London Grid for Learning-collection of advice – Various information and resources dealing with the sharing of nudes and semi-nudes.
UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people – Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers

National Crime Agency's CEOP Education Programme – Provides information for parents and carers to help protect their child from online child sexual abuse, including
#AskTheAwkward - help to talk with your children about online relationships (thinkuknow.co.uk) – Guidance on how to talk to their children about online relationships

Helm Academy
EMPOWERING MINDS, NAVIGATING FUTURES

CHILD PROTECTION CONTINUUM

From Prevention to Sustainable Wellbeing

A continuous system that ensures every child is safe, supported and able to thrive.

1 PREVENTION
Building Protective Environments

Child protection starts long before any case is reported.

- Strengthening families, schools and communities
- Promoting positive parenting and child rights
- Creating safe environments and safeguarding systems
- Reducing risks of violence, abuse, neglect and exploitation

2 EARLY IDENTIFICATION
Recognising Risks Early

Early identification helps prevent harm from escalating.

- Teachers, social workers, health workers and community actors play a key role
- Observing signs of risk or vulnerability
- Listening to children and taking concerns seriously

3 REPORTING & REFERRAL
Linking Children to Services

Once concerns are identified, children are connected to the right services.

- Safe and confidential reporting
- Referral to appropriate services: social welfare, health care, psychosocial support, legal protection, etc.
- No wrong door – every concern matters

4 IMMEDIATE PROTECTION
Ensuring Safety First

Urgent action is taken to ensure the child's immediate safety.

- Emergency response and risk assessment
- Medical care and psychosocial first aid
- Safe placement or removal from danger when necessary
- Legal protection and documentation

5 CASE MANAGEMENT
Structured Individual Support

A child-centred and coordinated approach supports recovery.

- Comprehensive assessment and case planning
- Service coordination and multi-sectoral collaboration
- Regular follow-up, monitoring and review
- Decisions based on the best interests of the child

6 REINTEGRATION & LONG-TERM WELLBEING
Sustainable Recovery

The child is supported to recover, grow and thrive.

- Safe reintegration into family or alternative care
- Continued psychosocial support and monitoring
- Access to education, health and protection
- Building resilience for a better future

IN SIMPLE TERMS, THE SYSTEM FLOWS AS:

Prevention → Early Identification → Reporting & Referral → Immediate Protection → Case Management → Reintegration & Wellbeing

When the system works well, children are not only protected – they are able to recover, grow, and thrive.

Eric Rwagasore
Child Protection, Safeguarding & GESI Practitioner

CHILDREN'S WELLBEING AND SCHOOLS ACT 2026

What this means for providers



The Children's Wellbeing and Schools Act 2026 sets out the Government's vision for improving outcomes and safeguarding for children and young people.

The Act has passed into law and signals a **stronger direction of travel** for children's social care.

This is not about immediate change overnight, but it does reinforce the direction of travel we are already seeing: **stronger safeguarding, better oversight,** and a **sharper focus on impact and outcomes.**

KEY IMPLICATIONS FOR RESIDENTIAL PROVIDERS

1. STRONGER MULTI-AGENCY WORKING

Statutory multi-agency child protection teams and improved information sharing will increase expectations of how providers work with social care, police, schools, health and **other partners.**

2. FOCUS ON CHILDREN "FALLING THROUGH GAPS"

Greater emphasis on identifying and supporting vulnerable children, including those missing from care, not engaging in education or at risk of exploitation. Expect increased scrutiny of trends, patterns and early intervention.

3. INFORMATION SHARING & RECORDING

The Act supports a single unique identifier approach and better joined-up systems. High-quality, consistent, chronological records and effective information sharing will be **essential.**

4. GREATER OVERSIGHT & ACCOUNTABILITY

Leadership will be under the spotlight. Providers should be able to clearly show impact, learning, professional challenge and meaningful outcomes for children and young people.

5. MARKET & PROFIT SCRUTINY

New powers relating to profit in children's social care mean commissioners and regulators may take a closer look at value for money, financial transparency and quality of provision.

6. SUPPORTED ACCOMMODATION IN FOCUS

Although much of the debate has focused on children's homes, the expectation is that standards, oversight and regulation of **supported accommodation** will continue to strengthen.

WHAT PROVIDERS CAN DO NOW

Use this as an opportunity to review and strengthen:

- Safeguarding oversight and analysis of trends
- Missing-from-care responses and return home analysis
- Quality of recording and chronology
- Staff understanding of risk, exploitation and safeguarding themes
- Multi-agency working and escalation
- Placement matching, stability and progress
- Evidence of lived experience and children's voice
- Leadership oversight and service impact

THE OVERALL MESSAGE

The Act reinforces the shift from paper compliance to real impact.

Providers who can evidence how they safeguard children, respond to risk, learn from incidents and improve outcomes will be best placed for the future.

Our shared goal remains the same: better lives and brighter futures for children and young people.

Rezume
CARE MANAGEMENT CONSULTANTS

FOR MORE INFORMATION

Read the Children's Commissioner's statement on the Children's Wellbeing and Schools Act 2026.

Visit the full article here: childrenscommissioner.gov.uk/news-and-blogs/the-childrens-wellbeing-and-school-act-passes-into-law/

STRONGER SAFEGUARDING | BETTER OVERSIGHT | IMPROVED OUTCOMES | BRIGHTER FUTURES

STRATEGY DISCUSSION THRESHOLD CONSULTATION

A 5–15 MINUTE CHILD-CENTRED FRAMEWORK FOR MANAGERS

The question is always:

> "What is happening in this child's lived experience that suggests they may be suffering, or likely to suffer, significant harm – and why does this require a multi-agency child protection response now?"

PURPOSE

To help determine if the threshold for a Strategy Discussion under Section 47 Children Act 1989 may be met, and what decision best protects the child.

1 THE CHILD'S LIVED EXPERIENCE

What is life currently like for this child? — 2 MINS



- Tell me about the child before you tell me about the incident.
- What is this child currently living with day-to-day?
- What has been directly observed about the child's presentation, behaviour, emotional wellbeing, functioning, development, or relationships?
- What worries us specifically about this child's lived experience?
- What has changed recently for the child?
- What does the child appear to be communicating?
- What would the child say is happening if they felt fully safe to speak honestly?
- What is the impact on this specific child?

2 EVIDENCE AND HARM ANALYSIS

What do we actually know? — 3 MINS

- What has been directly observed?
- What has been reported?
- What has been inferred?
- What evidence suggests the child may be suffering or likely to suffer significant harm?
- What evidence supports that concern?
- What evidence challenges or weakens that concern?
- Is this harm, risk, unmet need, danger, or unresolved concern?
- Are we seeing an isolated incident, cumulative harm, escalation, chronic neglect, emotional harm, coercive control, or instability?
- What remains unknown or untested?

3 FAMILY FUNCTIONING AND PARENTAL CAPACITY

Can the adults recognise and respond to the child's needs consistently? — 2 MINS

- What evidence exists that the adults understand the worries from the child's perspective?
- What happens for the child when professionals are not present?
- Is parental engagement translating into meaningful improvement for the child?
- Is there evidence of minimisation, disguised compliance, hostility, avoidance, blame-shifting, or inability to sustain change?
- Are domestic abuse, substance misuse, mental ill-health, trauma, instability, or contextual stressors affecting parenting capacity?
- Is the child adapting to the adults, rather than the adults adapting to the child's needs?

4 THRESHOLD AND ESCALATION ANALYSIS

Why does this require escalation now? — 3 MINS

- Why now?
- What has changed that requires escalation at this point?
- Has the risk increased, intensified, repeated, become more visible, or become harder to interrupt?
- Why is single-agency intervention no longer sufficient?
- What would happen if we did not escalate today?
- Has drift occurred?
- Have previous interventions failed to improve the child's lived experience?
- Are we responding to objective child protection concerns, or professional anxiety?
- What specifically requires multi-agency safeguarding coordination?

5 DECISION, RATIONALE AND NEXT STEPS

What decision best protects the child proportionately? — 2–5 MINS

- Does the information provide reasonable cause to suspect significant harm?
- What is the specific harm or likelihood of harm?
- What evidence supports that conclusion?
- What evidence challenges it?
- Is escalation proportionate?
- What immediate safeguarding action is required?
- What is the most proportionate next step?

FINAL DECISION QUESTIONS

- Does the information provide reasonable cause to suspect significant harm?
- What is the specific harm or likelihood of harm?
- What evidence supports that conclusion?
- What evidence challenges it?
- Is escalation proportionate?
- What is the most proportionate next step?

A. STRATEGY DISCUSSION IS THE MOST PROPORTIONATE NEXT STEP

Why?

- What makes this a child protection concern requiring multi-agency investigation and information sharing?
- What will a Strategy Discussion allow us to do that we cannot do through current plans?
- What is the immediate risk if we do not escalate?

B. CONTINUE WITH EXISTING PLAN

Why?

- What evidence supports that the child is safe enough for this to remain the most appropriate response?
- What will tell us this plan is working or not working?

ACTIONS TO UNDERTAKE:

- What actions will you take?
- What will you monitor?
- What information is needed and by when?
- When will this be reviewed?
- How will you ensure the child's voice continues to shape the plan?

RAPID MANAGER SUMMARY TEMPLATE

(30–60 SECOND THRESHOLD FORMULATION)

The concerns relate to _____.

The child is currently experiencing _____.

Evidence supporting this includes _____.

The trajectory appears _____.

Current intervention is/is not sufficient because _____.

Therefore, I believe the threshold for a Strategy Discussion is/is not met because _____.

CONSULTATION TIPS

DO	DON'T
Start with the child	Use vague language like 'concerns remain'
Separate evidence from interpretation	Confuse parental engagement with safety
Test assumptions	Escalate solely due to anxiety
Analyse impact	Minimise cumulative harm
Challenge drift	Ignore the child's voice
Explore trajectory	Treat uncertainty as evidence
Remain curious	Accept historical narratives without testing current reality
Be proportionate	

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What Does Child Protection Look Like in Practice?

Child protection is about creating systems and environments where every child is safe, respected and able to reach their full potential. In practice, it means working with children, families, communities and partners to prevent harm, respond to risks and strengthen protection systems.



What does child protection in practice mean within your professional or community experience?

RECOGNISING DIFFERENT TYPES OF CHILD NEGLECT

A QUICK REFERENCE GUIDE FOR PRACTITIONERS

PHYSICAL NEGLECT

Failure to meet a child's basic physical needs.

- Poor hygiene, dirty or inappropriate clothing, persistent nappy rash
- Underweight or always hungry
- Lack of essential items such as bedding or heating

ENVIRONMENTAL NEGLECT

Unsafe, unhygienic, or harmful living conditions.

- Serious hoarding or clutter
- Vermin infestations, no safe food storage
- Broken or unsafe appliances

MEDICAL NEGLECT

Failure to seek medical treatment or follow advice.

- Missed medical appointments
- Medication not collected or treatment plans not followed
- Untreated injuries or medical conditions

EMOTIONAL NEGLECT

Failure to provide emotional warmth, stability, or responsiveness.

- Child withdrawn, anxious, overly compliant
- Harsh, unpredictable or unavailable parenting
- Child taking on adult roles (parentification)

EDUCATIONAL NEGLECT

Failure to ensure educational needs, including SEND, are met.

- Lack of support for child's attendance at their registered school
- Inadequate, inappropriate or unstimulating home education provision
- Lack of support for child's educational progress or SEND provision

SUPERVISORY NEGLECT

Lack of supervision or exposure to unsafe situations.

- Young children left alone or with unsafe caregivers
- Inadequate sleep routines, absence of boundraies
- Adolescents frequently unsupervised late at night

RED FLAGS FOR IDENTIFYING NEGLECT

- Repeated short interventions with no sustained change
- Multiple agencies providing food and clothes (compensatory care)
- Parents repeatedly declining support
- Child not seen alone, barriers to the child's environment being seen
- Concerns recorded as isolated incidents but build up over time

FREQUENTLY MISSED FORMS OF NEGLECT

- **Dental neglect:** untreated pain, decay, missed check-ups
- **Mental health neglect:** missed appointments, distress not explored, self-harm indicators
- **Sleep neglect:** unsafe or inconsistent sleeping arrangements, particularly for babies
- **Disability or SEN neglect:** missed therapy, lack of communication support, specialist equipment not used or maintained

WHAT PRACTITIONERS SHOULD DO

- Name neglect explicitly in records and discussions
- See the child – in person and alone where appropriate
- Observe the home environment
- Use multi-agency chronologies
- Proactively share information, especially around compensatory care
- Consider cultural and disability contexts
- Be mindful of the difference between poverty and neglect
- Use structured assessment tools

EARLY RECOGNITION. CLEAR ACTION. BETTER OUTCOMES FOR CHILDREN.
If you are concerned about a child, follow your local safeguarding procedures.

Safeguarding Assurance and Governance Framework

Helm Academy has in place a comprehensive safeguarding assurance framework to ensure that safeguarding practice is effective, consistent and continuously improving.

- Leaders undertake regular safeguarding audits which include
- file reviews,
- chronology checks,
- evaluation of decision-making against statutory thresholds.
- All safeguarding decisions are quality assured through a consistent model:
- **Concern → Record → DSL Review → Threshold Decision → Action → Review.**
- The Designated Safeguarding Lead (DSL) provides regular reports to senior leaders and proprietors, including analysis of trends, themes, outcomes and timeliness of responses. The DSL provides oversight via audit, supervision, and multi-agency coordination, ensuring consistent decision-making.
- Positive handling incidents are reviewed by leaders to ensure they meet the legal standards of being lawful, necessary, proportionate and used as a last resort. The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.
- De-escalation is always prioritised.
- Safeguarding supervision is in place for staff working with vulnerable pupils to ensure reflective practice and professional support.
- Multi-agency working is reviewed to ensure effective collaboration with safeguarding partners in line with Working Together to Safeguard Children.
- Pupil voice is actively sought to evaluate whether children feel safe and to inform safeguarding improvements.
- Training impact is monitored through staff feedback, knowledge checks and safeguarding practice reviews. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
- The school maintains inspection readiness through robust evidence including records, case studies, audits and safeguarding outcomes.

Helm Academy
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Latest Statutory Guidance Checks

This policy reflects latest statutory guidance including KCSIE and Working Together to Safeguard Children and incorporates Least Intrusive Support (LIS) principles and positive handling requirements.

1. Introduction This policy aligns with KCSIE (latest) and Working Together (latest). Safeguarding decisions follow: Concern → Record → DSL Review → Threshold → Action → Review.
Helm Academy is committed to safeguarding and promoting the welfare of children. All staff maintain a culture of vigilance and an attitude of "it could happen here". Safeguarding is everyone's responsibility.
2. Legal Framework The school meets statutory duties including multi-agency working and threshold-based decision-making in line with Working Together.
This policy is based on statutory guidance including Keeping Children Safe in Education (2025/2026), Working Together to Safeguard Children (2026), the Education and Inspections Act 2006 and relevant safeguarding legislation.
3. Safeguarding Principles
- The welfare of the child is paramount.
- All children have the right to feel safe.
- Early identification of risk is critical.
- All concerns must be recorded and reported.

Positive Handling (Use of Reasonable Force) – Safeguarding Summary
Helm Academy recognises that, in line with Section 93 of the Education and Inspections Act 2006 and current Department for Education guidance, staff may use reasonable force in exceptional circumstances to prevent a pupil from causing harm to themselves or others, committing a criminal offence, causing serious damage to property, or seriously disrupting good order.
The use of physical intervention is always:
- a last resort
- reasonable, proportionate and necessary
- in the best interests of the child

Physical intervention is never used as punishment.
All incidents must be recorded on Iris Adapt, reviewed by leaders, and include pupil voice.
4. Behaviour and Safety Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
Staff use de-escalation and trauma-informed approaches. Physical intervention is only used as a last resort.
5. Roles and Responsibilities
The DSL leads safeguarding. All staff must report concerns immediately and record on Iris Adapt.
6. Child Protection Procedures
All concerns must be recorded accurately and reported to the DSL. Referrals are made to children's social care where required.
7. Online Safety
The school has filtering and monitoring systems in place and educates pupils on safe online behaviour. Behaviour is managed through a trauma-informed approach. Positive handling is lawful, necessary, proportionate, and a last resort, with de-escalation prioritised and incidents reviewed.
8. Training Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
All staff receive safeguarding training at induction and regular updates. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.
9. Safeguarding Assurance
Helm Academy maintains a strong safeguarding culture. Systems are monitored, training is effective, and leaders provide oversight to ensure continuous improvement. Safeguarding training is in line with KCSIE and covers vulnerability, early help, and safeguarding culture.

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