



Safeguarding and Child Protection Policy

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| Author | Michael Garrett |
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Key Contacts

The Designated Safeguarding Lead in this school is: **Ann-Marie Garrett**.

External Agencies

If you believe a child is in immediate danger you **must** call the police on **999**

1. Cambridgeshire Multi-Agency Assessment Hub (MASH)

Tel: **01223 364056**

Cambridgeshire County Council Children Services - www.cambridgeshire.gov.uk

Urgent Referrals should be telephoned into Integrated Front Door (IFD) **01733 234724**

Referrals to IFD should be made on the following web-based forms which can be accessed at:

www.cambridgeshire.gov.uk/residents/children-and-families/childrens-social-care/integrated-front-door-mash-and-early-help

See Appendix 1

2. Local Authority Designated Officers (LADO):

LADO should be contacted either by email LADO@cambridgeshire.gov.uk OR BY PHONE **01223 727967** (Mon-Fri 9.00am-5.00pm)

See Appendix 2

3. Safeguarding in Education Team including the MASH Education Advisers, can be contacted on Customer Service Centre **0345 045 5203**, Emergency Duty Service **01733 234724**.

Professional Consultation Line **01733 864170**, MASH General Enquiries **01733 864170**.

Alternatively a referral can be made using the form (Appendix 1) and emailed to LADO@cambridgeshire.gov.uk, Tel No 01223 727967

If you need information from Children's Services regarding a past incident or information to support a concern on a child possibly from a different school please use (Appendix 2), Referral Centre.Children. Referralcentre.children@cambridgeshire.gov.uk.

1.0 Introduction

Mont21hub takes safeguarding and child protection of paramount importance in all that we do as a small learning community.

The purpose of this policy is to inform all staff, parents, volunteers and proprietor about our school's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these are to be achieved.

Safeguarding is the action taken to protect children from maltreatment preventing mental and physical health development and to ensure children grow-up in safe and effective care so enabling them to have the best possible outcomes in life.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering from, or likely to suffer, significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

We recognise that harm also means where a child or young person witnesses harm to another.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

All staff members believe that our school should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, and moral development of the individual child.

1.2 Our Safeguarding Culture and Responsibilities

Child Protection Statement

Mont21Hub takes its responsibilities to safeguard children extremely seriously and this school will educate, train and empower all staff to recognise and respond effectively to protect a child who may be at risk of significant harm.

It could happen here

We will ensure that all staff members in our school maintain an attitude of 'it could happen here' and feel able to raise concerns either about a child at risk or a member of staff whose behaviour may present a risk to a child.

At our school, we will:

1. Have safeguarding at the heart of everything we do.
2. We will maximise opportunities to hear the voice of all our children and do all we can to understand their lived experience.
3. Maximise opportunities to teach our children how to keep safe both in the real and virtual world.
4. Support the child's development in ways that will foster security, confidence, and independence:
5. Provide an environment in which children and young people feel safe, secure, valued, respected and listened to.

6. Recognise where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, that this can have a lasting impact throughout childhood, adolescence and into adulthood. We also recognise it is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.
7. To build and maintain good relationships between all staff and children so children feel they can talk to anyone in our school at any time about anything they are worried about.
8. Where there is a safeguarding concern the Designated Safeguarding Lead (DSL) will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interest of the child at heart.
9. Make sure all our staff, including volunteers know how to contact external child protection agencies should they need to.
10. To ensure all staff are trained to be vigilant at all times and be aware of signs of abuse.
11. That all staff and adults are aware of the procedure should there be concern or if a child tells them of abuse or neglect and the required recording process.
12. To ensure that the children are taught and lessons planned as part of PSHEE on how to manage and report risks and how to keep themselves safe.
13. Be aware of the Cambridgeshire Child Protection and Safeguarding procedures.
14. All staff have read and understood Part 1 of 'Keeping Children Safe in Education' September 2024 (Part 1, page 7, Safeguarding information of all staff assets.publishing.service.gov.uk)
15. Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
16. Emphasise the need for good levels of communication between all members of staff and between the school and other agencies.
17. Have and regularly review, a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
18. Develop and promote effective working relationships with other agencies, especially the Police and Children's Social Care, including Integrated Prevention & Early Help, NSPCC.
19. As part of promoting effective working relationships, we are aware of the requirement for children and young people to have an Appropriate Adult present in certain circumstances involving the police - for example, during searches. We will be aware of Statutory guidance - PACE Code C2019 - <https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible> and ensure our children and young people are supported as appropriate. See Appendix 3
20. Ensure that all adults, including supply staff, contractors and volunteers, at our school who have access to children have been recruited and checked as to their suitability in accordance with Part 3 of 'Keeping Children Safe in Education 2024'.
21. Have in place up-to-date policies which support safeguarding.

22. Make sure all staff are aware of the systems within the school which support safeguarding. We will explain this on induction by sharing details of this policy the behaviour policy and the attendance policy, the school response to children who go missing from education and the role of the Designated Safeguarding Lead (DSL).

23. Whether in respect of child-on-child abuse or any other safeguarding situation, ALL OUR STAFF will reassure the young person who reports any concerns, that they will be taken seriously and kept safe. OUR STAFF WILL NEVER give a young person the impression they are creating a problem by reporting abuse, sexual violence or sexual harassment nor should a young person ever be made to feel ashamed for making a report.

24. Our staff will also understand that the location of where the incident took place will feature in any risk assessments.

25. Our staff will also recognise the need to support siblings of all of those involved in any child-on-child sexual violence or harassment.

1.3 The Proprietor

The nominated Proprietor for Child Protection is: **Michael Garrett.**

The Proprietor takes his responsibilities seriously and to make sure that all those employed are fully aware of procedures on how to support children who may be at risk either currently or in the future.

As a Proprietor, I am aware of the obligations under the Human Rights Act 1998 (HRA) and the Equality Act 2010.

I recognise, under the HRA, it is unlawful for schools to act in a way that is incompatible with the Convention.

Under the Equality Act I understand that schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation.

To promote and support the staff in good record-keeping and the monitoring of all forms of abuse and harassment.

As a Proprietor, I will facilitate a whole school approach to safeguarding and that all our systems, policies and procedures operate with the best interest of all those at Mont21hub.

I will ensure that all our policies and procedure reflect the guidance within KCSiE 2024 and that the Child Protection Policy reflects a whole school approach. In addition, I will ensure all staff will have access to policies and procedures with regular intervention and refresher training sessions so that they are able to react to any safeguarding matter that may arise in both a professional and safe way; that they are aware of the procedures and can effectively and safely act quickly.

1.4 Allegations Against Teachers, Staff and Volunteers

As a Proprietor, I am aware of duties under Part Three and Part Four, 'Keeping Children Safe in Education 2024'.

We have in place a Staff Behaviour Policy and a Code of Conduct which, amongst other things, includes acceptable use of technologies, staff/student relationships and communications including the use of social media.

This will include how our school manages low level concerns in accordance within the KCSiE 2024.

An immediate written record of the allegation using the informant's words including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present will be made which should be passed immediately to the DSL who will decide if this should be referred to the LADO. If there is any doubt, advice should be sought from the LADO.

We are aware that allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

We will ensure there are procedures in place to effectively manage allegations against all staff members, including low level concerns.

We will make it a part of induction to train our staff on the correct way to raise concerns, and as a school follow the guidelines outlined in Part 4 of 'Keeping Children Safe in Education 2024'.

As a Proprietor, I will also ensure not to publish any information during such investigations as highlighted in paragraph 397 of 'Keeping Children Safe in Education 2024' and section 141f of the Education Act 2002.

It is understood that the Proprietor does not need to know details of any case relating to child protection or needs to be involved with the managing processes, unless these relate to a member of staff. However he/she does need to make sure all staff are familiar with the contents of 'Keeping Children Safe in Education 2024' and to make sure that all staff have been trained appropriately.

When considering our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, we recognise the proprietor should be doing all that they reasonably can to limit children's exposure to the above risks from the schools IT systems and bring your own device (BOYD) in school. As part of this process, the proprietor will ensure that school has appropriate filters and monitoring systems in place that are regularly reviewed as to their effectiveness.

We will ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified and, to make sure the necessary filters are in place in school.

The school will use 'Smoothwall' as the filtering technology, <https://www.smoothwall.com>

As a proprietor, I will ensure the school creates a culture of safer recruitment and as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children including obtaining an enhanced DBS certificate and written references from their last school. Or place of employment. If there is any doubt whatsoever, that person will not be allowed to engage in any activity of the school. This will include external specialist teachers.

We will remind staff, at least annually, that they must straightaway, bring to the attention of the Proprietor or Head of Community any material changes in circumstances or other relevant information.

We recognise that our school has a legal duty in making a referral <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs> regarding anyone who has harmed or poses a risk of harm, to a child, in accordance with the required criteria.

It is recognised that in some instances, it is necessary to undertake new checks on existing staff, for example, there has been a break of more than 12 weeks or if there are concerns about an individual's suitability to work with children.

1.5 Relationship, Sex and Health Education

The proprietor will ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. We will discuss these matters in relation to the statutory guidance both through formal lessons, PSHEE and Circle time. The children will be made aware there is Pastoral care available to them.

- The Proprietor will ensure they and all school staff, including volunteers, are trained at least annually in respect of safeguarding. This will be covered through the NSPCC online e-training courses.
- The Proprietor also will make sure that for any recruited staff, the necessary checks are completed before the member of staff/volunteer has access to the classroom.
- We furthermore recognise that in respect of a dismissal leading to a member of staff acting in an inappropriate manner what will result in dismissal, it may be necessary to refer to the Secretary of State (Via the Teaching Regulation Agency) <https://www.gov.uk/guidance/teacher-misconduct-referring-a-case>.

1.6 Use of Premises for Non-School Activities

We recognise that our premises may be used to display artwork, seminars and other events and functions as an integral part of our local community. As a Proprietor, I will ensure that appropriate arrangements are in place and that such activities take place out-of-school hours after the children have left the premises.

1.7 Designated Safeguarding Lead (DSL)

The Designated Safeguard Lead is: **Ann-Marie Garrett**.

The Deputy Safeguard Lead is to be assigned once the school has opened.

The Designated Safeguarding Lead will assist the Proprietor in fulfilling his responsibilities under section 175 of the Education Act 2002.

Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the DSL.

We recognise 'Keeping Children Safe in Education 2024' gives an overview of the role of the DSL as detailed below.

1. Attend CPD training courses and refreshers every year, keeping their knowledge and skills updated regularly and in accordance with changes in legislation.
2. Make sure that all staff and volunteers know who the DSL is and how to contact them.
3. Ensure all staff understand their responsibilities in relation to signs of abuse and responsibility and to immediately refer any concerns to the DSL. In addition, the DSL should ensure that all staff read and understand Part 1 'Keeping Children Safe in Education 2024' and have a record of when this was done.

4. To hold regular review meetings with all staff having contact with children to raise concerns and to update training.
5. Maintain child protection records for each child where concerns have been raised and ensure the receiving school is informed of any concerns and files are transferred when the child moves to another education setting.
6. During term time the designated safeguarding lead (or deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, which includes being contactable via phone, WhatsApp, MS Teams, video or other media.
7. Refer cases of suspected abuse to the IFD or other Local Authority Children's Social Care services as appropriate. Where a referral is made that notes are completed that same day
8. Support staff who make referrals to IFD or other Local Authority Children's Care.
9. For open cases, where a child already has an allocated social worker, to refer any new concerns immediately to the allocated social worker.
10. Ensure all child protection files are kept separately and securely from other records and are accessible only by staff that need them for safeguarding purposes.
11. To act as a source of support, advice, and expertise for staff.
12. Maintaining a working knowledge of how Cambridge Local Authority 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.
13. Are able to understand the risks associated with online safety whilst children are online at school or at home, give the opportunity for parents to attend seminars in school with or without their children to guide them towards safe internet usage.
14. Be aware, and make sure the staff team are aware of trends of behaviour that may affect child welfare in our community.

1.8 Voice Of The Child

Our school recognises the findings in 'Working Together to Safeguard Children 2023' and have compiled this policy with their assumed thoughts and needs. This will become an evolving document with child participation (when the school has opened), as we believe an effective safeguarding system should be:

vigilant: to have adults notice when things are troubling them.

understanding and actioned: to understand what is happening; to be heard and understood; and to have that understanding acted upon.

stable: to be able to develop an ongoing stable relationship of trust with those helping them.

respectful: to be treated with the expectation that they are competent rather than not informed and engaged: to be informed about and involved in procedures, decisions, concerns and plans

explained: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response.

supported: to be provided with support in their own right as well as a member of their family.

advocated: to be provided with advocacy to assist them in putting forward their views.

protective: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee.

We will use this information to support the training of our staff and review this and other policies as appropriate.

1.9 Confidentiality

As a general principle, all matters relating to child protection are confidential and should only be shared on a 'need-to-know' basis.

The Designated Safeguarding Lead, will only disclose child protection information regarding a child to a member of staff on a need to know basis on the proviso that the member of staff is playing an active role in supporting and safeguarding the 'said' child or supporting educational outcomes.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to share secrets if doing so might compromise that or another child's safety or wellbeing.

The intention to refer a child to Children's Social Care will be shared with parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

'Keeping Children Safe in Education' (KCSiE) very clearly outlines the expectations on our Designated Safeguarding Lead (DSL) in promoting the educational outcomes for children by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced.

KCSiE outlines that the DSL will share information with staff, so they know who these children are, thereby maintaining academic progress and a culture of high aspirations. Our school will support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could use to best support these children.

Our school will share such information with sensitivity, in collaboration with the child, parents and carers. Information will only be shared on a need to know basis.

All child protection records will be kept on the schools SMS (school management system) on a need to know basis and with due regard to the Data Protection Act 2018.

1.10 Attendance

We follow appropriate safeguarding responses to children who do not attend or go missing during the school day or who are children absent from education, to help identify the risk of abuse and neglect, including sexual abuse or exploration and to help prevent the risk of them going missing in future as follows:

1. Where reasonably possible, our school will hold more than one emergency contact number for each student. This goes beyond the legal minimum, but we recognise that it is good practice for our school to have additional options to make contact with a responsible adult when a child goes missing from education, or who does not attend or goes missing from school as this is also a welfare and/or safeguarding concern.
2. Our school will always take immediate steps to safeguard a vulnerable child. For example, an inability to make contact with a parent/carer despite immediate and repeated efforts will not impede urgent safeguarding action for example, **calling the police for a child who is at risk and has gone missing during the school day.**
3. Ensuring we follow the correct procedure when removing a student from roll or adding a student to our roll at non-standard transition points.

1.11 Student Review Meetings

There will be a monthly review meeting to discuss all children and whether there has been or needs to be any safeguarding issued to be flagged. This will also include any behaviour/ circumstances that have changed since the last meeting. This will not take precedence over any child that needs to have a matter dealt with immediately but a follow-up can be reviewed if appropriate at the discretion of the DSL.

1.12 Policy Review

An annual review or if following an incident a deficiency or weakness is identified, the policy will be amended or rectified by the Senior Leadership Team including the DSL without delay.

Our school will also consider whether a peer review by another school or an audit of our safeguarding provision would be beneficial to increase the effectiveness of the policy.

2.0 When To Be Concerned

Our school recognises that all children are vulnerable to abuse.

1. We will train all our staff to be vigilant at all times, to recognise and report to the DSL of any concerns.
2. We will ensure all of our staff have read Part 1 of KCSiE 2024 and this safeguarding policy.
3. To ensure our staff are aware of the main categories of abuse, signs and symptoms so they are in a position to quickly and effectively act, reporting to the DSL in the first instance. That they are familiar with the definitions as outlined in KCSiE 2024 referring to Physical Abuse, Emotional Abuse, Sexual Abuse and Neglect.

Recognising Physical Abuse

Physical abuse 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.

Bruising

It is often possible to differentiate between accidental and inflicted bruises. It must be considered as non-accidental unless there is evidence or an adequate and plausible explanation has been provided.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is likely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter, tremor likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional injury recorded. Any burn with a clear outline may be suspicious, circular burns from cigarettes or cigars, linear burns from hot metal rods or electrical fire elements, scalds that have a line indicating immersion or poured liquid.

Other forms of abuse may include mouth injuries, poisoning, skull fractures, rib fractures and scars. All our staff have been trained to look for and act upon any unusual symptoms or suspicious behaviour.

Recognising Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction.

Recognising Sexual Abuse

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

The activities may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.

Recognising Neglect

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

Cambridge and Peterborough Safeguarding Children's Partnership are available for assistance in helping both parents and professionals in identifying all aspects of safeguarding and can be contacted on <https://www.safeguardingcambspeterborough.org.uk/children-board>.

We also operate 'A Day in My Life' Template - Appendix 4 - to enable professionals to assess the needs of individual children. These tools are fundamental in hearing the child's voice when there are concerns.

Mont21hub is committed to using these tools when assessing impact of abuse and neglect on children. We will monitor use of this tool whenever assessing children who may be at risk of neglect.

Extra-familiar Abuse

All of our staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familiar harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

2.1 Preventing Radicalisation

As part of our safeguarding training at Mont21hub, we will train all staff at least annually in respect of preventing radicalisation.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

We have trained our staff to intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which would indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead or deputy making a referral to NSPCC help@nspcc.org.uk **Tel: 0808 8005000** or contacting the **Police on 999**.

The DSL is aware of local procedures for making a Prevent referral and that our school is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

The PREVENT Duty will be seen as part of Mont21hubs safeguarding obligations.

2.2 Sexual Violence and Harassment

We are familiar with the guidance and information contained within Part 5, KCSiE 2024 and also DfE guidance which has been produced to assist schools and colleges to manage cases of sexual violence and harassment between students.

At Mont21hub ,we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy or anti-bullying policy in the first instance.

We furthermore recognise that some allegations may be of such a serious nature that they may raise safeguarding concerns; all staff are aware that children are capable of abusing their peers. All our staff are clear about child-on-child abuse.

Our staff will be aware of the signs of sexual violence and sexual harassment and that it will not be tolerated or accepted at Mont21hub.

As a school, we will provide appropriate PSHE education which develops pupils understanding of consent, acceptable behaviour, keeping themselves safe and healthy relationships.

We have clear processes as to how victims, perpetrators and any other child affected by child-on-child abuse will be supported and provide a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We recognise that it is important that our staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003. These will consist of Rape - (A) person commits an offence, (B) person does not consent. Sexual Assault - (A) commits an offence of sexual assault intentionally touches another person (B) and (B) does not consent.

What is consent? Consent is about having the freedom and capacity to choose, consent can be withdrawn at any time.

Sexual harassment - when referring to sexual harassment we mean 'unwanted conduct of a sexual nature that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. This may also refer to online sexual harassment, non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, including on social media and sexual exploitation, coercion and threats.

We furthermore recognise that up skirting is a criminal offence and we will take any allegations of such behaviour very seriously, up skirting typically involves taking a picture up or under a persons clothing without them knowing.

When an allegation of up skirting is brought to our attention we will respond as we would for any other disclosure of potential abuse including involvement of the Police as considered necessary.

We recognised the guidance issued in December 2020 by the Dept for Digital, Culture, Media and Sport and UK Council for Internet Safety published guidance Sharing Nudes and Semi-Nudes: advice for education settings working with children and young people.

2.3 Children Requiring Mental Health Support

We recognise that our school has an important part to play in supporting children with mental health and wellbeing.

We recognise that mental health issues can be a result of many factors in modern day life and therefore have put in a number of practices to try and minimise these and for the children to understand that there is always help there and someone to talk too.

- We offer pastoral care to both children and families.
- We have mindfulness and yoga with a qualified instructor.
- We have a Health and Well-Being lead to promote good practice and to deal with any issues that may arise.
- We talk about well-being in our circle time and open group sessions
- We have an idea box where children can anonymously request a topic of concern.

There are a number of support systems available as listed below.

NHS Cambridgeshire & Peterborough Talking Therapies, **Response Service 111**, then press the mental health option.

Your GP, **Urgent Care 111** or **A&E**.

The Samaritans **116 123** jo@samaritans.org

Further questions **0300 300 0055** for help.

Lifecraft - Freephone **0808 8082121**.

These services will accept referrals from children as young as 4 up to 18. In the first instance, please speak with the DSL who will help and guide you through the process.

2.4 Special Education Needs

As a school, we are aware that children with SEN and disabilities can face additional safeguarding challenges and expect all staff to recognise the symptoms for example, mood, injury, isolation, bullying, communication barriers.

To cover in circle time subjects such as, 'We are all Different', giving children the understanding needed to be able to work alongside children with SEN in a thoughtful and respectful way.

Additional guidance is available at:

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send>

2.5 Children who are Lesbian, Gay, Bisexual or Questioning Their Gender.

In KCSiE 2024, para 205, it states, 'a child or young person being lesbian, gay or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are'.

We will recognise all of the above and can discuss openly in our PSHEE sessions or at circle times. We will also cover homophobic, biphobic, and transphobic bullying and abuse. This will be supported if necessary by advice provided by the NSPCC. Additional guidance is also available at:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

2.6 Female Genital Mutilation (FGM)

Legal obligation to report acts of Female Genital Mutilation.

- Female Genital Mutilation (FGM) comprises all procedure involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
- Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.
- From 31st October 2015, regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under 18's which they identify in the course of their professional work to the police.
- Where a case of FGM is suspected or if you believe a child/young person is about to suffer FGM or is about to leave the country in order to suffer FGM - we will call the police immediately, and by 999 when it is an emergency.
- Irrespective of calling the police we will also immediately refer the matter to IFD, including out of hours where relevant.
- The Home Office has published procedural information on the duty to help health and social care professionals, teachers and the police understand: the legal requirements placed upon them, a suggested process to follow, and an overview of the action which may be taken if they fail to comply with the duty. It also aims to give the police an understanding of the duty and the next steps upon receiving a report.

2.7 Children May Not Feel Ready To Know How To Tell.

All our staff should be aware that children may not feel ready to know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children which facilitate communication.

3.0 PROCEDURES TO BE FOLLOWED BY STAFF

3.1 If A Child Discloses

- Accept what the child says
- Stay calm: the pace should be dictated by the child without them being pressed for detail. DO NOT ASK LEADING QUESTIONS such as "did x touch you there?" It is our role to listen - not to investigate.
- If more information is needed to establish if there has been abuse, use open questions such as "describe what happened?"
- Use age-appropriate vocabulary and language: avoid jargon or terms the child may not understand.
- Be careful not to burden the child with guilt by asking questions like "why didn't you tell me before?" But you could ask "Have you spoken to anyone else about this?"
- Acknowledge how hard it may be for the child to tell anyone what has happened.
- Not criticise the perpetrator, the child may well have a relationship with them.
- Not promise confidentiality but reassure the child that they have done the right thing, explain whom we will have to tell (the Designated Safeguarding Lead) and why and, depending on the child's age, what the next stage will be. It is important that we avoid making promises that we cannot keep such as "I'll stay with you all the time" or "it will be all right now".
- The Designated Safeguarding Lead will decide on when and how to contact the parent/carer to share concerns.

- The Designated Safeguarding Lead will share concerns with parents/carers before making a referral to IFD unless by doing so could escalate the risk to the child or other vulnerable person or impede a police investigation
- If we are in any doubt as to whether to refer the matter, we will speak and discuss with IFD.

3.2 If There Are Concerns About A Child

- The member of staff will immediately report their concerns to the Designated Safeguarding Lead or in their absence, the Deputy Safeguarding Lead.
- The DSL will determine if the concern indicates the child has or is likely to suffer or suspected of significant harm, this must be referred to the Integrated Front Door on **01733 234724**.
- **If there is any doubt whatsoever, the DSL will call IFD on 01733 234724 (inc. out of hours)**
- If it is decided to make a referral to the IFD, parents/carers must be contacted to inform them that the referral is being made unless to do so would place the child at further risk of harm or could impact on a police investigation (the IFD is able to provide advice on this).

3.3 Recording Information

- Be aware that any records made may well be used in subsequent investigations and possible court hearings.
- Make detailed note at the time or immediately afterwards; record the date, time, place and context of disclosure or concern. Record facts and what was said but not your assumption or interpretation.
- If it is observation of bruising or an injury, record the detail, e.g. "right arm above elbow".
- Use skin/body maps if necessary - Appendix 5.
- Not take photographs.
- Note the non-verbal behaviour and the key words in the language used by the child but do not translate into 'adult language'.
- Record the date, time and location where the notes were made and if anyone else was present.
- Pass the notes as soon as possible to the Designated Safeguarding Lead.

3.4 Reporting Forms

- Reporting forms will be readily available to all staff who may require them. Staff should not have to print forms off before being able to complete them.
- Reporting forms in paper format will be located together with the latest copies of 'Keeping Children Safe in Education and the school's child protection and safeguarding policy in the multi-use room.
- We have paper reporting forms readily available to all staff, so they record concerns as soon as possible.
- All reports and any other associated documents will be uploaded onto the SMS and the original paper record retained securely.

3.5 Informing Parents Or Carers Of The Child Involved

We will inform the parent/carer of the incident/allegation as soon as possible.

As a school, we will follow KCSiE 2024 when informing and updating parents/carers in particular relating to confidentiality where it is an offence to publish any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a child from the same school.

3.6 Support for Staff

It is recognised that we have a duty of care to staff working in a school who have become involved with a child who has suffered harm or appears to be likely to suffer harm and who may find the situation stressful and upsetting.

The school will support such staff, providing an opportunity to talk through their anxieties with the DSL who will seek further support as appropriate.

3.7 Complaints

Complaints by parents about any aspect of the school must be reviewed to ensure there are no allegations against staff, including volunteers, containing within the complaint which require referral to LADO.

3.8 Moving School

In accordance with statutory guidance with KCSiE, where children leave the school, the DSL will ensure their child protection file is transferred to the new school as soon as possible and within five days ensuring secure transit and confirmation receipt obtained. This should be sent separate to the main student file and be received for the attention of the DSL of the new school.

There should be due consideration given to provide advance details of any child at risk, of ongoing concerns or proceedings prior to transfer of the student to the new school.

Compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) at all times.

3.9 Low Level Concerns from Adults

We recognise that Section 2 of Part 4 of the KCSiE 2024 relates to how to respond to concerns that do not meet the harm threshold that requires formal referral to LADO.

It does not mean this is not of significance but one which causes a sense of unease or 'nagging doubt' that an adult working in or on behalf of the school may be considered a potential risk to children. Further details are contained in our staff behaviour policy.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken serious by the Senior Leadership Team.

We will ensure that all staff are aware of their duty to raise concerns and if they are unable to do this with the DSL or SLT, obtain advice from the NSPCC whistleblowing helpline on 0800 028 0285 or visiting <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>

3.10 Children Looked After/Previously Looked After

As the Proprietor of this school, I will ensure that staff have the skills, knowledge, understanding and necessary details to keep looked after children, children who have previously looked after and children who have or have ever had social care involvement safe.

I recognise previously looked after child potentially remain vulnerable and that it is important all agencies work together and prompt action is taken when necessary to safeguard these children.

All staff will be provided with an appropriate level of information to understand a child's particular circumstances and vulnerabilities in order to respond and meet their needs appropriately. Staff will work with Social Care colleagues to provide and receive the information necessary to enable effective monitoring and reporting by all professionals involved.

In accordance with section 4 to 6 of the Children and Social Work Act 2017, a designated teacher will be appointed to promote educational achievement of registered students who are looked after or who have left care through an appropriate arrangement.

4.0 Statutory Framework

Our school will act in accordance with the following legislation and guidance:

- The Children Act 1989
 - The Children Act 2004
 - Education Act 2002
 - Keeping Children Safe in Education 2024
 - Equality Act 2010
 - Human Rights Act 1998
 - Children and Social Work Act 2017
 - Sexual Violence and Sexual Harassment Between Children In Schools and Collages 2021
 - Sexual Offences Act 2003
 - Teaching Online Safety in School (Gov. UK Jan 2023)
 - Working Together to Safeguard Children 2023
 - Regulated Activity in Relation To Children: Scope
 - The Education (Child Information) (England) Regulations 2005
 - Prevent Duty for England and Wales (2015) and Counter Terrorism and Security Act 2015
 - Female Genital Mutilation Act 2003
 - Dealing With Allegations of Abuse Against Teachers and Other Staff 2012
 - Children Missing Education
 - Data Protection Act 2018
 - The Right to Choose - what services and organisations should do to help people at risk of forced marriage.
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- Children's Wellbeing and Schools Bill 2024

5.0 Declaration

I, as proprietor of Mont21hub, will ensure that all staff will receive appropriate safeguarding training and are continued to be updated on a regular basis of any amendments or changes to legislation.

Michael Garrett