SAFEGUARDING AND CHILD PROTECTION POLICY 2026-2027

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This policy forms part of the Academy's safeguarding portfolio and should be read alongside other safeguarding-related policies available on the school website.

This policy should be read in conjunction with:

- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children 2026
- Prevent Duty Guidance (2023)
- Information Sharing Advice for Safeguarding Practitioners (2024)
- Barnsley Children Safeguarding Partnership (BCSP) Multi-Agency Safeguarding Arrangements
- Barnsley Thresholds for Intervention Guidance
- Barnsley Family Help Multi-Agency Guidance
- Barnsley Online Procedures Manual

The Academy recognises the Family Help approach established through Working Together to Safeguard Children 2026 and is committed to working collaboratively with safeguarding partners to ensure that children and families receive the right help, at the right time, from the right services. The Academy will actively participate in local multi-agency safeguarding arrangements and information-sharing processes in accordance with local and national guidance.

Where national and local guidance differ, the more rigorous safeguarding requirement will be followed in the best interests of the child.

This policy applies to all staff, governors, trustees, volunteers, contractors, supply staff and visitors working with children on behalf of the Academy. All staff are required to read and understand Part One of Keeping Children Safe in Education 2026 and comply with this policy.

Related Safeguarding Policies and Procedures

This policy should be read alongside the Academy's:

- Attendance Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Acceptable Use Policy
- Relationships, Sex and Health Education (RSHE) Policy
- SEND Policy
- Medical Conditions Policy
- First Aid Policy
- Educational Visits Policy
- Personal and Intimate Care Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- Managing Allegations Against Staff Policy
- Low-Level Concerns Procedure
- Whistleblowing Policy
- Complaints Procedure

- Exclusions Policy
- Grievance and Disciplinary Procedures
- Data Protection and GDPR Policies

This policy should also be considered alongside Health and Safety legislation and guidance for schools.

The Academy's safeguarding arrangements are subject to inspection by Ofsted and are informed by current legislation, statutory guidance and local safeguarding arrangements.

Our Core Safeguarding Principles

- The welfare of the child is paramount.
- Safeguarding and promoting the welfare of children is everyone's responsibility.
- Everyone who comes into contact with children and their families has a role to play in safeguarding children.
- Children are best protected when professionals work together, share information appropriately and take timely action.
- Safer children are more likely to achieve positive educational outcomes.
- The voice, wishes and feelings of children will be sought, heard and given due consideration in all safeguarding decisions.
- Policies and procedures will be reviewed annually, or sooner if legislation, guidance or local arrangements change.
- All actions taken by the Academy will be in the best interests of the child.

The Academy promotes an inclusive, anti-discriminatory and anti-racist culture. We recognise that prejudice-based harm, including racism, faith-targeted abuse, misogyny, discrimination and other forms of harmful behaviour can significantly impact a child's welfare, wellbeing and sense of safety. Such concerns will be addressed through safeguarding procedures where appropriate.

Child Protection Statement

The Academy recognises its moral and statutory responsibility to safeguard and promote the welfare of all children.

We are committed to providing a safe, supportive and inclusive environment in which children feel secure, valued, respected and able to speak openly about any concerns. We maintain a culture of vigilance and act promptly where concerns arise, ensuring that children receive the protection, support and intervention they need.

Safeguarding Means

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that occurs within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children within their family network wherever safe and appropriate;

- taking action to enable all children to achieve the best possible outcomes.

Policy Principles

- The welfare of the child is paramount and all decisions will be made in the child's best interests.
- All children have an equal right to protection regardless of age, sex, race, ethnicity, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity status.
- All staff have a responsibility to identify children who may benefit from Early Help or Family Help and act appropriately on any concerns.
- The Academy promotes a culture of openness, vigilance, transparency and professional challenge.
- Children and adults involved in safeguarding matters will receive appropriate support.
- The Academy will work effectively with parents, carers and external agencies unless doing so would place a child at increased risk of harm.

Policy Aims

This policy aims to:

- provide staff with clear guidance about their safeguarding responsibilities;
- ensure consistent safeguarding practice across the Academy;
- support the early identification of children who may require additional help or protection;
- promote effective partnership working with families and external agencies;
- ensure all safeguarding concerns are responded to appropriately and in accordance with statutory guidance;
- demonstrate the Academy's commitment to safeguarding and child protection.

Local Safeguarding Arrangements

The Academy's procedures are consistent with those of the Barnsley Children Safeguarding Partnership (BCSP).

The Academy will engage with BCSP safeguarding arrangements, including:

- participation in safeguarding audits and quality assurance activities;
- attendance at relevant safeguarding training and development opportunities;
- implementation of local safeguarding learning and recommendations;
- use of local thresholds, Family Help guidance and procedures;
- engagement with local safeguarding reviews and practice developments.

Equality, Diversity and Inclusion

The Academy welcomes its responsibilities under the Equality Act 2010 and will:

- eliminate discrimination;
- advance equality of opportunity;
- foster good relations between people.

We recognise, value and celebrate diversity and will ensure that all children are treated fairly, respectfully and without discrimination.

Remote Learning and Emergency Arrangements

The Academy recognises that periods of disruption to normal school operations may increase vulnerability for some children.

Where remote education is required, safeguarding arrangements will continue in line with the Academy's Remote Learning Policy. The Academy will maintain effective safeguarding systems, including communication, welfare monitoring and support for vulnerable pupils.

Terminology

Child/Children

Refers to anyone under the age of 18 years.

Safeguarding

Safeguarding and promoting the welfare of children means:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that occurs within or outside the home, including online;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children within their family network wherever safe and appropriate; and
- taking action to enable all children to achieve the best possible outcomes.

Child Protection

Refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm.

Early Help / Family Help

Early Help, referred to within *Working Together to Safeguard Children 2026* as **Family Help**, means providing support as soon as a problem emerges at any stage of a child's life.

The Academy recognises Barnsley's Family Help arrangements and will work collaboratively with children, families and partner agencies to provide coordinated support at the earliest opportunity to improve outcomes and prevent needs from escalating.

Early Help Assessment

An Early Help Assessment provides a framework for identifying additional needs, coordinating support and improving outcomes for children and families.

Early Help Assessments are undertaken with consent and are designed to identify what help should be provided before difficulties escalate and statutory intervention becomes necessary.

The findings of an Early Help Assessment may identify safeguarding concerns and can support referrals to Children's Social Care. However, an Early Help Assessment is not a prerequisite for making a safeguarding referral where there are concerns that a child is suffering, or is likely to suffer, significant harm.

Schools in Barnsley may use a range of recognised assessment tools, including Signs of Safety approaches and other locally approved assessment frameworks.

Family Help
The coordinated multi-agency support provided to children and families in accordance with *Working Together to Safeguard Children 2026* and Barnsley's local Family Help arrangements.

EIP Service
Early Intervention and Prevention Service.

TAC/F/S/EY
Team Around the Child / Family / School / Early Years.

Staff
Refers to all individuals working for or on behalf of the Academy, whether in a paid or voluntary capacity, including governors, trustees, contractors, agency staff and volunteers.

Parent
Refers to birth parents and any adult who has parental responsibility or caring responsibility for a child, including step-parents, foster carers, special guardians and adoptive parents.

LADO
(Local Authority Designated Officer) The officer responsible for managing and advising on allegations made against adults who work with children.

MASH
(Multi-Agency Safeguarding Hub) Barnsley's integrated front door for safeguarding concerns, referrals and requests for support.

CAMHS
Child and Adolescent Mental Health Services.

BCSP
Barnsley Children Safeguarding Partnership, responsible for coordinating local multi-agency safeguarding arrangements across Barnsley.

Signs of Safety
A strengths-based, relationship-focused approach used across safeguarding and family support services to assess risk, build safety and promote positive outcomes.

Restorative Approach
An approach which uses communication, understanding and relationship-building to reduce conflict, repair harm and support sustainable solutions. This underpins much of Barnsley's work with children, families and partner agencies.

Roles and Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility. Whilst all staff have a role in safeguarding children, certain staff have specific safeguarding responsibilities.

School staff do not investigate child protection concerns. Investigation is the responsibility of Children's Social Care, the Police and other statutory agencies. However, all staff have a responsibility to recognise concerns, respond appropriately and report concerns in accordance with this policy.

The Academy will ensure that an appropriate senior member of staff from the leadership team is appointed as the Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection, including online safety. This responsibility will be clearly reflected within the role holder's job description.

The Academy recognises that the role of the DSL carries significant responsibility. The DSL will be provided with appropriate time, funding, training, resources and support to carry out their duties effectively. This includes providing advice and support to staff, liaising with safeguarding partners, attending strategy discussions and multi-agency meetings, and contributing to assessments where required.

The Local Academy Board (LAB) will receive a safeguarding report at least termly. Reports will include, where appropriate:

- referrals to MASH and other safeguarding agencies;
- Early Help and Family Help activity;
- attendance and persistent absence information;
- exclusions and suspensions data;
- child protection and safeguarding trends;
- staff safeguarding training compliance;
- online safety and filtering and monitoring reviews;
- safeguarding audits and quality assurance activity.

The LAB Chair and Governors will provide challenge and assurance regarding the effectiveness of safeguarding arrangements in the Academy.

Voice of the Child

The Academy is committed to placing the child at the centre of safeguarding practice. We will routinely seek, record and consider the wishes, views and feelings of children when making safeguarding decisions.

There may be circumstances where the Academy must act in a child's best interests despite a child's expressed wishes, for example where safeguarding concerns indicate that there is a risk of significant harm.

Equality, Diversity and Inclusion

The Academy is committed to equality, diversity and inclusion and will uphold the principles of the Equality Act 2010.

Any incidents involving discrimination, prejudice-based harm, racism, misogyny, faith-targeted abuse or other harmful behaviours will be recorded, responded to and addressed appropriately through safeguarding, behaviour and wider school procedures.

Deputy Designated Safeguarding Leads

The Academy will appoint appropriately trained Deputy Designated Safeguarding Leads.

Deputy DSLs will be trained to the same standard as the DSL and will be able to carry out safeguarding duties in the absence of the DSL. Whilst activities may be delegated, the ultimate responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

Availability

During term time, the DSL or a Deputy DSL will always be available during school hours to discuss safeguarding concerns.

Appropriate safeguarding arrangements and DSL cover will also be in place for before-school, after-school, extended school and out-of-hours activities where required.

DSL Responsibilities

The full responsibilities of the Designated Safeguarding Lead are set out in Part Two of Keeping Children Safe in Education 2026.

The Academy recognises the significant emotional demands associated with safeguarding leadership. DSLs will receive appropriate supervision, support and opportunities for professional reflection.

The DSL will:

- act in accordance with Keeping Children Safe in Education 2026;
- work in line with Barnsley Children Safeguarding Partnership (BCSP) arrangements;
- use BCSP Thresholds for Intervention Guidance and Family Help arrangements when making safeguarding decisions;
- utilise the Barnsley Online Procedures Manual and Escalation Procedures where appropriate;
- maintain accurate safeguarding records, risk assessments and decision-making rationales;
- ensure information sharing is lawful, proportionate and timely;
- coordinate referrals to MASH, Children's Social Care, Family Help services and other agencies as necessary;
- support staff in understanding and discharging their safeguarding responsibilities.

The DSL will maintain records of decisions, advice sought, referrals made and actions taken in accordance with BCSP expectations.

Responsibilities of Governors and Senior Leaders

The Governing Body, Local Academy Board and Headteacher will ensure that safeguarding arrangements comply with statutory requirements, including Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026.

Governors will receive regular safeguarding reports to allow them to monitor safeguarding effectiveness, provide challenge where appropriate and seek assurance that safeguarding practice is effective.

Reporting Concerns

Referrals to MASH

Where there are safeguarding concerns requiring statutory intervention, referrals will be made to the Barnsley Multi-Agency Safeguarding Hub (MASH).

Urgent concerns: 01226 772423 (Monday-Friday, 9am-5pm)

Out of hours: 01226 787789

Online referrals: Via the Barnsley Children Safeguarding Partnership (BCSP) procedures website.

In an emergency, any member of staff may contact the Police by dialling 999.

Where there is uncertainty regarding threshold levels, the DSL will seek consultation and advice from MASH to support decision-making and ensure children receive appropriate support as early as possible.

Good Practice Guidelines and Staff Code of Conduct

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all pupils with respect
- being alert to changes in pupils' behaviour and to signs of abuse and neglect and recognising that challenging behaviour/Mental Health issues may be an indicator of abuse
- setting a good example by conducting ourselves appropriately, including online.
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils including always challenging inappropriate, sexual or discriminatory language or behaviour.
- avoiding behaviour or language which could be seen as favouring pupils or being overly familiar.
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
- Avoiding taking photos of pupils on personal mobile devices.
- reading and understanding the school's Safeguarding policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, missing education and appropriate IT/social media use.
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils. Avoiding the use of sexualised or derogatory language, even in joke.
- being clear on professional boundaries and conduct with other staff when pupils are present.
- being aware that the personal, family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school procedures
- dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.

- referring all concerns about a pupil's safety and welfare to a DSL, or, if necessary directly to police or children's social care
- following the school's rules with regard to communication with pupils and use of social media and online networking
- avoiding unnecessary time alone with pupils and appropriately risk assessing any planned one-to-one working arrangements.
- avoiding sharing excessive personal information with pupils.

Transporting Students

In general staff will not transport students in their own vehicles. If it is necessary staff will ensure this is agreed and recorded and that they have business insurance, ensure student is in the back seat wearing a seatbelt and that other staff and parents are informed of departure and estimated arrival times.

Staff Code of Conduct outlines the above and further. This has been given out to all staff at the start of the year and at induction for any new staff.

Abuse of Position of Trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. Disciplinary and, in some cases, legal action can be taken if professional standards are not upheld.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Any sexual relationship between staff and any student, even if over the age of 18, is unacceptable and will result in disciplinary action being taken.

Children Who May Be Particularly Vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to any child who:

- is disabled
- has special educational needs (whether or not they have a statutory education, health and care (EHC) plan)

- Is BAME
- is a young carer
- is bereaved
- is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised
- is viewing problematic and/or inappropriate online content (for example, linked to violence), is vulnerable to online harms involving artificial intelligence (AI), deepfake images, nudification applications, online coercion or technology-assisted abuse or developing inappropriate relationships online.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- is suffering from mental ill health
- is lesbian, gay or bisexual, or is questioning their gender
- is in care or has returned home to their family from care
- is a privately fostered child
- has a parent or carer in custody
- is missing education, or persistently absent from school, or not in receipt of fulltime education
- has experienced multiple suspensions and is at risk of, or has been permanently excluded.

This list provides examples of additional vulnerable groups and is not exhaustive.

SEND Pupils

We know disabled children are 3-4 times more likely to suffer abuse than those without disabilities. Our school staff are alert to this and the additional barriers that can exist when recognising abuse and neglect in this group of children:

- The potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition or disability without further exploration
- Children with SEND being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- Communication barriers and difficulties in managing or reporting these challenges

We work to address these additional challenges and consider the extra time and specific support required to allow these children to communicate effectively. Extra consideration will be given if using restraint and the impact this can have for children and young people experiencing abuse.

Children with a social worker

We recognise these children are highly likely to have suffered trauma. We will promote outcomes of this group by DSLs appropriately sharing information about the welfare, safeguarding and child protection issues that this group of children are experiencing, or have experienced, with teachers

and school and college leadership staff. DSLs will ensure staff, know who these children are, understand their academic progress **attendance** and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face due to their adverse childhood experiences ACES and the additional academic support and adjustments that they could make to best support these children.

Emotional Health and Wellbeing

Mental health is a state of wellbeing in which an individual can realise their abilities, cope with the normal stresses of life, work productively and contribute to their community.

The Academy recognises that emotional wellbeing and mental health are fundamental to children's development, learning, safeguarding and overall wellbeing.

We understand that mental health difficulties may, in some circumstances, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. While only appropriately qualified professionals can diagnose mental health conditions, school staff are well placed to identify concerns and respond appropriately.

Where staff have concerns about a pupil's emotional wellbeing or mental health, they will discuss these concerns with appropriate members of staff, including the DSL where required.

If a pupil presents with an immediate risk to themselves or others, staff will follow the Academy's safeguarding and emergency procedures without delay.

Where specialist support is required, referrals may be made to appropriate services including CAMHS and other local support agencies.

Supporting Emotional Wellbeing

Where appropriate, individual support plans may be developed in partnership with the pupil, parents/carers and relevant professionals. Plans may include:

- details of the pupil's presenting needs;
- identified risks and protective factors;
- support strategies;
- medication and potential side effects;
- actions to take in an emergency;
- roles and responsibilities of professionals and school staff.

The Academy promotes a whole-school approach to emotional wellbeing and mental health. We aim to create an environment where children feel safe, valued, listened to and supported.

Additional support may be provided during periods of increased vulnerability, including:

- examinations and assessments;
- transition periods;
- bereavement;
- family crisis;

- critical incidents;
- significant safeguarding concerns.

Possible Indicators of Mental Health Difficulties

Possible indicators may include:

- repeated physical injuries or signs of self-harm;
- changes in eating or sleeping patterns;
- withdrawal from friends or social activities;
- changes in mood or presentation;
- unexplained changes in attainment or engagement;
- discussions relating to self-harm or suicide;
- substance misuse;
- risk-taking behaviour;
- feelings of hopelessness or failure;
- significant changes in appearance;
- secretive behaviour;
- avoiding PE or changing facilities;
- persistent lateness or absence;
- repeated physical complaints without an obvious medical cause.

This list is not exhaustive and should be considered alongside other information known about the child.

Responding to Concerns

Staff will adopt a calm, supportive and non-judgemental approach when discussing emotional wellbeing concerns with pupils.

The Academy recognises that listening, understanding and relationship-building are often the most effective initial responses.

Where concerns present a safeguarding risk, staff will consult the DSL and appropriate members of the pastoral or mental health team to determine next steps.

Mental Health Support Available

The Academy supports pupils through:

- pastoral support systems;
- emotional wellbeing interventions;
- mental health awareness education;
- referral pathways to external agencies;
- staff training, including mental health and suicide awareness;
- clear escalation procedures;
- partnerships with local services.

Local Support Services

- Compass Be (Barnsley Mental Health Support Team)
- WF-I-Can

- CAMHS
- Barnsley Children's Emotional Health and Wellbeing Services

The Academy also incorporates mental health and emotional wellbeing education within the curriculum through PSHE, RSHE and wider pastoral provision.

Suicide and Self-Harm

The Academy recognises that suicide is one of the leading causes of death among young people and that self-harm and suicidal thoughts must always be taken seriously.

Where concerns arise regarding self-harm or suicide risk, they will be managed immediately in accordance with the Academy's safeguarding procedures and with support from appropriate agencies.

The Academy follows national guidance including:

- Papyrus: Building a Suicide Safer School/College
- Samaritans Step by Step Programme

Where a suspected suicide or serious self-harm incident occurs, the Academy will work closely with parents/carers, the Local Authority, health professionals and partner agencies to ensure an effective safeguarding response and appropriate support for pupils and staff.

Local support information is available through Barnsley Children's Emotional Health and Wellbeing services.

If a serious incident involving one of our pupils occurs, the Academy will notify Children's Social Care and relevant agencies without delay.

Sexual Violence and Sexual Harassment (SVSH) and Other Current Safeguarding Issues

The Academy recognises that safeguarding issues affecting children are complex, interconnected and continually evolving. Staff will remain alert to current and emerging safeguarding risks and will respond in accordance with Keeping Children Safe in Education (2026), Working Together to Safeguard Children (2026) and Barnsley Children Safeguarding Partnership (BCSP) procedures.

The Academy will maintain a robust and progressive RSHE curriculum to help pupils understand healthy relationships, personal safety, consent, equality, respect and how to seek help when they are worried about themselves or others.

Staff recognise that children may not always feel ready or able to disclose abuse and may not recognise that what they are experiencing is harmful. The Academy therefore promotes a culture of vigilance, professional curiosity and trusted relationships where children feel safe to report concerns.

Online safety remains a significant safeguarding priority, recognising that many safeguarding issues may be facilitated through technology, social media, online gaming and emerging digital platforms.

The Academy will follow national guidance regarding when incidents should be reported to the Police and recognises the requirement for an Appropriate Adult where a child is interviewed as a suspect.

Violence Against Women and Girls (VAWG)

The Academy recognises Violence Against Women and Girls (VAWG), misogyny, sexism and harmful gender stereotypes as safeguarding concerns.

We recognise that harmful attitudes and behaviours can begin in childhood and may contribute to:

- sexual harassment;
- sexual violence;
- abusive relationships;
- coercive and controlling behaviour;
- discriminatory attitudes and behaviours.

Through safeguarding procedures, behaviour systems, RSHE and wider curriculum opportunities, the Academy actively promotes equality, respect, healthy relationships and challenges harmful attitudes and behaviours.

Child-on-Child Abuse

The Academy recognises that children can abuse other children and that child-on-child abuse may occur both inside and outside school, including online.

Child-on-child abuse may include, but is not limited to:

- bullying, including cyberbullying;
- prejudice-based harm;
- racism;
- faith-targeted abuse;
- misogyny;
- discriminatory bullying;
- physical abuse;
- sexual violence;
- sexual harassment;
- harmful sexual behaviour;
- sharing nudes and semi-nudes;
- upskirting;
- initiation or hazing behaviours;
- emotional abuse;
- coercive behaviour.

The Academy will never dismiss child-on-child abuse as:

- banter;
- part of growing up;
- horseplay;
- just having a laugh;
- boys being boys.

All concerns will be recorded, risk assessed and responded to appropriately.

Pupils will be encouraged to report concerns and clear reporting routes will be communicated regularly through assemblies, curriculum activities, safeguarding displays and pupil voice opportunities.

Victims will be supported through pastoral systems and, where appropriate, external agencies.

Sexual Violence and Sexual Harassment

The Academy adopts the principles set out in Part Five of Keeping Children Safe in Education (2026).

Sexual violence and sexual harassment can occur:

- between children of any age and gender;
- online or ofline;
- individually or in groups;
- inside or outside of school.

Sexual violence includes:

- rape;
- assault by penetration;
- sexual assault.

Sexual harassment includes:

- sexual comments;
- sexual jokes;
- sexualised language;
- online sexual harassment;
- displaying sexual images;
- sharing inappropriate content;
- unwanted physical contact;
- upskirting.

The Academy will:

- maintain a whole-school approach to prevention;
- challenge inappropriate behaviour at the earliest opportunity;
- respond promptly to all incidents;
- ensure concerns are recorded and acted upon;
- support victims;
- support alleged perpetrators appropriately;
- liaise with external agencies where required;
- undertake risk assessments where necessary.

Victims will never be blamed or made to feel ashamed for reporting abuse.

We recognise that children with SEND may face additional barriers in recognising abuse, reporting concerns or understanding healthy relationships and consent. Reports involving children with SEND will involve liaison with the DSL and SENDCo.

Children who are lesbian, gay or bisexual, or who are questioning their gender, may be particularly vulnerable to abuse, prejudice and discrimination. Concerns relating to prejudice-based harm will be considered within safeguarding practice where appropriate.

Any incidents of sexual violence will be reported to the Police. The Academy will follow national and local guidance when managing these cases.

Sharing Nudes and Semi-Nudes

The Academy follows national guidance regarding sharing nudes and semi-nudes by children and young people.

Staff will not:

- view images unnecessarily;
- copy, print, store or distribute images;
- forward content to others.

All incidents will be referred to the DSL immediately.

The DSL will:

- undertake an initial review;
- consider risks and vulnerabilities;
- speak with children involved;
- inform parents/carers where appropriate;
- make referrals to external agencies when required.

The Academy recognises the increasing prevalence of:

- AI-generated sexual imagery;
- deepfake content;
- nudification technology;
- image-based abuse assisted by artificial intelligence.

Concerns involving AI-generated intimate images will be managed using the same safeguarding response as any other form of image-based abuse.

Harmful Sexual Behaviour (HSB)

Harmful Sexual Behaviour (HSB) is developmentally inappropriate sexual behaviour that may be harmful or abusive.

The Academy recognises that children displaying harmful sexual behaviour may themselves have experienced abuse, trauma or exploitation.

The management of HSB is complex and will involve:

- multi-agency working;
- risk assessment;
- safety planning;

- support for all children involved.

Staff should report concerns regarding sexualised behaviour to the DSL immediately.

The Academy may use recognised assessment tools, including the Brook Traffic Light Tool, to inform decision-making.

Bullying

Bullying is behaviour that is:

- repeated;
- intended to hurt or harm;
- characterised by an imbalance of power.

The Academy recognises that bullying can have a serious impact on a child's safety, wellbeing and educational outcomes.

All incidents of bullying, including:

- cyberbullying;
- racist bullying;
- homophobic bullying;
- disability-related bullying;
- sexist bullying;
- prejudice-based bullying;

will be recorded, monitored and responded to appropriately.

Where bullying presents a safeguarding concern, child protection procedures may be implemented.

Contextual Safeguarding and Extra-Familial Harm

The Academy recognises that children may experience significant harm outside of their family environment.

Extra-familial harm may occur within:

- peer groups;
- schools;
- neighbourhoods;
- community spaces;
- online environments.

Examples include:

- child criminal exploitation (CCE);
- child sexual exploitation (CSE);
- serious violence;
- harmful sexual behaviour;
- county lines;
- radicalisation;
- online harm.

The Academy will work with safeguarding partners to identify and respond to extra-familial risks.

Hate Crime and Prejudice-Based Harm

The Academy recognises that prejudice-based harm may affect a child's welfare, wellbeing, mental health and sense of safety.

Concerns may relate to:

- racism;
- faith-targeted abuse;
- misogyny;
- disability-related discrimination;
- homophobia;
- biphobia;
- transphobia;
- other discriminatory behaviours.

Incidents will be recorded, reviewed and responded to appropriately through safeguarding and behaviour systems.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

The Academy recognises that both CCE and CSE involve an imbalance of power where children are manipulated, coerced or exploited for the benefit of others.

The Academy will:

- remain alert to indicators of exploitation;
- avoid victim-blaming language;
- work with safeguarding partners;
- refer concerns promptly.

Children may not recognise themselves as victims and may appear to be participating willingly.

Serious Violence

Staff will be alert to signs that a child may be at risk of serious violence, gang involvement or criminal exploitation.

The Academy recognises that children involved in serious violence may previously have experienced abuse, neglect or trauma and will ensure concerns are assessed within a safeguarding context.

Domestic Abuse

The Academy recognises that children can be victims of domestic abuse in their own right.

Children who:

- see;
- hear;
- experience;
- or are exposed to

domestic abuse may suffer significant emotional, psychological and developmental harm.

The Academy participates in Operation Encompass and will utilise information appropriately to support children affected by domestic abuse.

Honour-Based Abuse

The Academy recognises that honour-based abuse may include:

- Female Genital Mutilation (FGM);
- Forced Marriage;
- Breast Ironing;
- other forms of honour-based violence and abuse.

Staff remain alert to the indicators of these practices and will follow statutory reporting requirements and safeguarding procedures.

Preventing Radicalisation

Protecting children from radicalisation forms part of the Academy's wider safeguarding duties.

The Academy will:

- promote British Values;
- encourage critical thinking;
- educate pupils about online safety;
- identify vulnerable individuals;
- refer concerns through Prevent and Channel procedures where appropriate.

Staff receive training to recognise indicators of radicalisation and extremist influences.

Children Missing Education and Persistent Absence

The Academy recognises that persistent absence and children missing education may be indicators of safeguarding concerns, including:

- neglect;
- exploitation;
- mental health difficulties;
- forced marriage;
- child criminal exploitation;
- child sexual exploitation.

Attendance concerns will be monitored and addressed promptly in accordance with Academy and local authority procedures.

Online Safety

The Academy recognises that technology is an integral part of children's lives and can provide significant educational and social benefits. However, we also recognise that technology can be used to facilitate abuse, exploitation, harassment, bullying and radicalisation.

Online safety is a safeguarding issue and forms part of the Academy's wider safeguarding responsibilities.

The Academy's Online Safety Policy sets out the detailed arrangements for keeping pupils safe online. The DSL has overall responsibility for online safety and is supported by leaders, governors and relevant staff.

The Academy will ensure that pupils are taught about online safety through a progressive curriculum and wider safeguarding activities. This includes helping children understand how to stay safe, healthy and responsible online.

We recognise that online risks can be categorised into four areas:

Content

Being exposed to inappropriate, harmful or illegal content, including:

- pornography;
- fake news and misinformation;
- racism and discrimination;
- misogyny;
- self-harm and suicide content;
- extremist and radicalising material.

Contact

Being subjected to harmful interaction online, including:

- grooming;
- exploitation;
- coercion;
- peer pressure;
- online abuse;
- inappropriate contact from adults or peers.

Conduct

Personal online behaviours that may increase risk, including:

- sharing nudes and semi-nudes;
- cyberbullying;
- online harassment;
- inappropriate use of social media;
- excessive sharing of personal information.

Commerce

Online risks relating to financial activity, including:

- scams;
- phishing;
- online fraud;
- gambling;
- inappropriate advertising.

Pupils will receive regular education about online safety and staff will receive safeguarding updates to ensure they remain aware of emerging online risks.

The Academy will work in partnership with parents and carers to promote safe use of technology and will provide information, guidance and support where appropriate.

Acceptable use expectations for staff and pupils are outlined in the Academy's Acceptable Use Policy.

Where concerns arise, the Academy will seek advice from appropriate agencies, including the Professionals Online Safety Helpline and the UK Safer Internet Centre.

The Academy may utilise external speakers and resources to support online safety education. Appropriate checks and quality assurance processes will be undertaken before any external provider is engaged.

The Academy recognises that harmful online challenges, hoaxes and digital trends emerge periodically and will respond proportionately, focusing on education and prevention.

To support safeguarding and reduce risk, pupils are not permitted to use mobile phones during the school day except where specifically authorised by staff.

Reports relating to sharing nudes and semi-nudes will be managed in accordance with the procedures outlined in Section 8 of this policy.

Artificial Intelligence (AI) and Emerging Technologies

The Academy recognises that advances in Artificial Intelligence (AI) present both opportunities and safeguarding risks.

Staff will remain alert to risks including:

- AI-generated sexual imagery and deepfakes;
- nudification applications;
- impersonation and identity misuse;
- online coercion and exploitation;
- misinformation and manipulation;
- bullying and harassment facilitated through AI technologies;
- technology-enabled abuse.

Pupils will be taught how to critically evaluate online content and use emerging technologies safely and responsibly.

Staff will receive appropriate safeguarding updates regarding AI-related risks and emerging technologies.

Filtering and Monitoring

The Academy maintains effective filtering and monitoring systems in accordance with Keeping Children Safe in Education 2026.

Filtering and monitoring arrangements will be reviewed:

- at least annually;
- following any significant safeguarding incident;
- when new technologies or risks emerge.

The annual review will involve the DSL, Headteacher, IT lead and safeguarding governor.

The review will consider:

- effectiveness of filtering systems;
- effectiveness of monitoring systems;

- safeguarding incidents and trends;
- emerging online risks;
- AI-generated content and associated harms;
- pupil and staff feedback where appropriate.

Records of reviews, actions and improvements will be retained and reported through governance arrangements.

Helping Children to Keep Themselves Safe (RSHE)

The Academy believes that safeguarding is strengthened through effective education and prevention.

Children are taught about healthy relationships, respect, equality, consent, online safety, British Values, personal safety and wellbeing through the curriculum and wider school life.

The Academy's PSHE and RSHE curriculum supports children to:

- recognise abuse and know how to seek help;
- understand healthy and respectful relationships;
- recognise inappropriate or harmful behaviour;
- understand consent and personal boundaries;
- stay safe online;
- recognise exploitation and grooming;
- challenge prejudice, discrimination and misogyny;
- manage risk appropriately;
- develop resilience and confidence.

The Academy provides a structured and progressive RSHE programme that is age-appropriate and responsive to emerging safeguarding issues.

Children are taught that:

- abuse is never their fault;
- victim blaming is always wrong;
- support is available;
- concerns should be shared with a trusted adult.

The Academy promotes an ethos of respect, inclusion and emotional wellbeing. Pupils are encouraged to speak confidently to staff about any concerns or worries they may have.

Children are also regularly reminded about:

- consent;
- online safety;
- bullying and cyberbullying;
- sharing nudes and semi-nudes;
- healthy relationships;
- safeguarding support systems.

The Academy participates in and promotes national safeguarding campaigns and events, including:

- Anti-Bullying Week;
- Children's Mental Health Week;

- Safer Internet Day.

Pupils have access to a variety of support services and are regularly reminded of sources of help including Childline and other local support services.

Whilst pupils are encouraged to share concerns, they are also informed that information cannot be kept confidential where there are safeguarding concerns and that information may need to be shared in order to keep them or others safe.

The Academy maintains close working relationships between the RSHE Lead, DSL and pastoral teams to ensure appropriate support is available for vulnerable pupils.

The Academy's RSHE Policy is available on the school website and the curriculum is delivered in accordance with statutory RSHE guidance.

Support for Those Involved in a Child Protection Issue

Child protection concerns can have a significant impact on children, families and staff. The Academy recognises the importance of providing appropriate support to all those affected by safeguarding concerns.

We will support pupils, families and staff by:

- taking all concerns, allegations and disclosures seriously;
- ensuring a designated member of staff, usually the DSL, coordinates communication and support;
- providing appropriate support to pupils affected by safeguarding concerns;
- ensuring staff involved in safeguarding cases receive guidance and support;
- maintaining confidentiality and sharing information only on a need-to-know basis;
- keeping accurate and secure safeguarding records;
- signposting to appropriate support services and external agencies;
- following relevant whistleblowing, complaints, disciplinary and safeguarding procedures; and
- working cooperatively with statutory safeguarding partners.

Complaints Procedure

The Academy's Complaints Procedure will be followed where concerns do not relate to safeguarding allegations against staff or child protection matters outlined elsewhere in this policy.

Complaints are managed by senior leaders, the Headteacher and Governors in accordance with the Academy's Complaints Policy.

Complaints from staff are managed through the appropriate grievance, disciplinary and whistleblowing procedures.

All complaints and concerns will be recorded appropriately.

Concerns About a Colleague or Safeguarding Practice

All staff have a responsibility to raise concerns about poor or unsafe safeguarding practice, including concerns about the conduct of colleagues.

The welfare of children is paramount and concerns should be reported without delay.

The Academy's Whistleblowing Policy enables staff to raise concerns confidently and appropriately.

Concerns relating to a member of staff should be reported immediately to the Headteacher.

Concerns relating to the Headteacher should be reported to the Chair of Governors and/or the CEO.

Staff may report concerns directly to:

- the Local Authority Designated Officer (LADO);
- Children's Social Care;
- the Police; or
- the NSPCC Whistleblowing Helpline

where they believe direct referral is necessary to safeguard children.

All allegations against staff, volunteers and contractors that meet the harm threshold must be reported to the Barnsley Local Authority Designated Officer (LADO) within one working day.

LADO Contact Details

Telephone: 01226 772400

Email: lado@barnsley.gov.uk

All concerns will be recorded appropriately.

Allegations and Low-Level Concerns Against Staff

The Academy follows Part Four of Keeping Children Safe in Education (2026) when managing allegations and concerns about adults working with children.

The Academy promotes a culture of openness, transparency and accountability where concerns about adult behaviour can be raised and addressed appropriately.

An allegation should be referred to the LADO where a member of staff, volunteer, supply staff member or contractor has:

- behaved in a way that has harmed, or may have harmed, a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm; or
- behaved in a way that indicates they may not be suitable to work with children, including behaviour outside work.

All allegations should be reported immediately to the Headteacher.

Concerns regarding the Headteacher should be reported to the Chair of Governors and/or CEO.

The Headteacher (or nominated case manager) may undertake an initial fact-finding process to establish basic facts prior to consultation with the LADO. No formal investigation will be undertaken before discussion with the LADO.

Referrals to the LADO will be made within one working day.

The Academy recognises that whilst some allegations may be unfounded, any concern must be taken seriously and investigated appropriately.

Suspension is not the default response and alternatives will always be considered where appropriate.

The Academy will:

- manage allegations fairly, quickly and consistently;
- support children involved;
- support staff who are subject to allegations;
- maintain confidentiality;
- comply with statutory reporting obligations to the DBS and Teaching Regulation Agency where required.

Staff, parents and governors should be aware that publication of information which could identify a teacher who is the subject of an allegation may be prohibited by law.

Low-Level Concerns

The Academy promotes a culture where low-level concerns can be shared openly.

A low-level concern is behaviour that does not meet the harm threshold but may be inconsistent with the staff Code of Conduct.

All low-level concerns will:

- be reported to the Headteacher;
- be recorded appropriately;
- be reviewed for patterns or trends;
- be addressed proportionately.

Records will include:

- details of the concern;
- context;
- actions taken;
- rationale for decisions.

Staff are encouraged to self-report any behaviour which may reasonably be viewed as a low-level concern.

Records will be retained in accordance with statutory guidance and Trust procedures.

Staff Training and Induction

All staff, including volunteers, governors, supply staff and site staff, will receive safeguarding training appropriate to their role.

Training will enable staff to:

- recognise signs of abuse, neglect and exploitation;
- understand safeguarding responsibilities;
- understand whistleblowing procedures;
- respond appropriately to concerns;
- understand child-on-child abuse;
- recognise online safety risks;
- understand sexual violence and sexual harassment;
- identify emerging safeguarding risks.

Training will include current safeguarding themes such as:

- artificial intelligence (AI) and deepfake technology;
- online harm;
- violence against women and girls (VAWG);
- misogyny;
- prejudice-based harm;
- county lines and exploitation;
- mental health and wellbeing.

All staff will receive regular safeguarding updates through briefings, meetings, newsletters and training sessions.

Induction

All new staff, volunteers and governors will receive safeguarding induction which includes:

- the Safeguarding and Child Protection Policy;
- the Staff Code of Conduct;
- Part One of Keeping Children Safe in Education 2026;
- the Behaviour Policy;
- the Whistleblowing Policy;
- the identity and role of the DSL and Deputy DSLs;
- safeguarding reporting procedures.

Staff will confirm that they have received, read and understood relevant safeguarding documentation.

DSL Training

The DSL and Deputy DSLs will:

- receive training at least every two years;
- undertake Prevent training;
- attend relevant safeguarding updates and forums;
- maintain up-to-date knowledge of local and national safeguarding developments.

Governor Training

Governors will receive safeguarding training appropriate to their role and responsibilities.

Governors will receive safeguarding updates and reports to support effective challenge and oversight.

Safer Working Practice

All staff will receive training regarding safer working practices and professional boundaries.

The Academy will maintain records of all safeguarding training and monitor compliance to ensure requirements are met.

The Academy will regularly evaluate staff understanding of safeguarding through discussion, reflection, supervision and appropriate quality assurance processes.

Confidentiality, Information Sharing and Data Protection

The Academy recognises that effective safeguarding relies upon appropriate information sharing between professionals and agencies.

Information will be shared in accordance with:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Information Sharing Advice for Safeguarding Practitioners (DfE)
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

Data protection legislation does not prevent the sharing of information where there are safeguarding concerns or where a child is at risk of harm.

Where appropriate, the Academy will seek to be open and transparent with children and families about information sharing decisions. However, consent is not required where obtaining consent would place a child at increased risk or where there is a lawful safeguarding basis for sharing information.

All safeguarding records will be stored securely, accessed only by authorised personnel and retained in accordance with statutory guidance, data protection requirements and the Academy's Records Retention Schedule.

Local & National Contact Details

Barnsley Social Care MASH
Phone: **01226 772423** consultation via phone call is necessary before submitting a referral form Email: mash@barnsley.gov.uk

Children's social care

Local Family Hub
Family hubs
Barnsley Hubs leaflet Phone:

0800 0345 340

Email: infoFIS@barnsley.gov.uk

Local Youth Hub

Homepage - Base71 Youth Zone

Police
If a criminal offence has occurred contact police via 101 or 999 as appropriate.

Local Authority Designated Officer (LADO) – for allegations against staff
lado.referrals@barnsley.gov.uk

Barnsley Local Offer
For children with SEND and their families

Special educational needs and disabilities (SEND)

NSPCC Speak out Stay safe service for Primary schools
Speak out Stay safe programme | NSPCC Learning Emma
Hobson

Schools Coordinator
emma.hobson2@nspcc.org
.uk
Tel: 0161 3934421

Mobile: 07562 205039

Drug support for young people
Turning Point | Health & Wellbeing (turning-point.co.uk)

NSPCC Helpline – for advice public/professionals
0808 800 5000

NSPCC Whistleblowing Helpline
0800 028 0285

NSPCC Report Abuse in Education
0800 136 663

NSPCC dedicated helplines | NSPCC – FGM/ Gangs/ Radicalisation/ Talk Relationships

Counter Terrorism helpline
0800 789 321

Karma Nirvana – charity working to end honour-based abuse in UK Karma Nirvana

National Association People Abused in Childhood NAPAC
0808 801 0331

NAPAC – Supporting Recovery From Childhood Abuse

Stop It Now
Leading charity working in the field of sexual abuse. Also provides support for people who are worried about their own thoughts or behaviour towards children.

0808 1000 900

Stop It Now! UK and Ireland | Preventing child sexual abuse

Professional Online Safety Helpline
0844 3814772

National Services – Domestic Abuse
Domestic Violence & Abuse · Emergency Injunction Service (ncdv.org.uk)