JTMAT School Specific Safeguarding Procedure

The Mosley Academy

Safeguarding Procedure

Implementation: September 2026
Procedure Owner: Sarah Rowe
Next Review Date: September 2027

As a **JTMAT** school, we follow and adhere to the **JTMAT Safeguarding Policy** which overarches all Safeguarding and Child Protection procedures. This document details our bespoke procedures for safeguarding and child protection and is available on our school website and on request from the school office. We also inform parents and carers about this document when their children join our school and through our school newsletter.

The policy and this document is provided to all staff (including temporary staff and volunteers) at induction alongside the JTMAT Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance:

Keeping Children Safe in Education

This document will be reviewed in full by the Local Governing Body on an annual basis.

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Key Safeguarding Contacts

Role in School	Name	Date and Level of Safeguarding Training
Headteacher	Sarah Rowe	February 2026– Level 3 Designated Lead Multi-Agency Training
Designated Safeguarding Lead (DSL)	Sarah Rowe	February 2026– Level 3 Designated Lead Multi-Agency Training
Deputy Designated Safeguarding Lead(s) (DDSL)	Gemma Day	April 2025 - Level 3 Designated Lead Multi-Agency Training
Deputy Designated Safeguarding Lead(s) (DDSL)	Chloe Twells	December 2025 – Level 2 Designated Lead Multi-Agency Training
Nominated Governor for Safeguarding	James Gardner	May 2026– Level 3 Safeguarding and Child Protection Training
Chair of Governors	Jim Gardner	May 2026 – Level 3 Designated Lead Multi Agency training
Designated Teacher for Looked After Children	Sarah Rowe	February 2025– Level 3 Designated Lead Multi-Agency Training
Prevent Lead	Sarah Rowe	September 2026 – Prevent Awareness Training
Mental Health Lead	Chloe Twells	February 2024 – Senior Mental Health Lead Training. Refresher March 2025
SENDCo	Natasha Baxter	1 September 2026 – Level 1 Safeguarding training
PSHE Lead	Chloe Twells	December 2025 – Level 2 Designated Lead multi agency training
Strategic Attendance Lead	Rebecca Carlton	1 September 2026 – Level 1 Safeguarding training

In addition to this, The Mosley Academy Safeguarding Training Overview provides further detail of relevant staff training, inclusive of Safer Recruitment, PREVENT etc.

LINKS TO OTHER PROCEDURES AND AGENCIES

This document has been devised with due regard for the statutory guidance from the DfE Keeping Children Safe in Education (KCSiE) and this document is read in conjunction with;

- Working Together to Safeguard Children
- Staffordshire Safeguarding Children Partnership Procedures
- NSPCC CASPAR Briefings
- What to do if you are Worried a Child is being Abused-Advice for Practitioners
- The Mosley Academy Local procedures available via The Mosley Academy - Safeguarding
  Relational and Restorative behaviour
  Attendance
  Antibullying
  Health and Safety and wellbeing
  JTMAT Staff Code of Conduct
  Whistle Blowing
  Restrictive Physical Intervention
  Online Safety
  Social Media Code of Conduct
  Approach to the Teaching of PSHE and Relationships and Health Education
- After-School Clubs, Community Activities and Tuition: Safeguarding Guidance for Providers
- JTMAT Safeguarding
- JTMAT Home Visits
- Staffordshire Safeguarding Children Partnership
- Derby and Derbyshire Safeguarding Children Partnership

At The Mosley Academy, we comply with the following guidance for all after school clubs and tuition. This is shared with all providers who support our school. We also conduct a detailed induction process including safeguarding training for all after school club staff

ETHOS AND CULTURE

At The Mosley Academy, we promote a positive and pro-active approach to safeguarding children and the community. This is through our school rules, our relational behaviour approach and all interactions and systems within school. Our staff care about our children and community and do all that is reasonably practicable for the safety and welfare of the children.

We believe in the power of pupil voice and value this in ensuring that our whole school ethos and school culture is as positive as it can be. Our children are at the heart of all decisions. We respect them and value them. Our children are reassured that they have a voice, will be listened to and what they say will be taken seriously. They know that they will be supported and kept safe. They will never be given the impression that they are creating a problem by reporting abuse.

Children are encouraged to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never feel ashamed for making a report. Their views and wishes will inform any assessment and provision for them.

We make every effort to listen to and capture the voice of children to enable us to have a clear understanding of their daily lived experiences. The school has a group of safeguarding advocates as part of its 'School Council team'.

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

We understand our statutory duty to safeguard and promote the welfare of children and we maintain a professional attitude of ***'it could happen here'*** where safeguarding is concerned. We expect **ALL** staff, governors, volunteers, and visitors to share our commitment, maintaining a safe environment and a culture of vigilance.

Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours, that underpins this commitment. We work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

We have a culture of vigilance and staff are confident and competent in the timely challenge of unacceptable behaviours and these are dealt with appropriately and

robustly. Staff do not accept these behaviours as 'banter' 'having a laugh' or 'part of growing up'.

All staff are encouraged to report any concerns that they have and not to see these as insignificant. On occasions, a referral is justified by a single incident, such as an injury or disclosure of abuse. However, concerns can accumulate over time and are evidenced by building a picture of harm, particularly true in cases of abuse or neglect.

We know that it is crucial that our staff record and pass on any concerns in a timely manner and in accordance with this document, to allow the DSL/DDSL to build up a picture and access support at the earliest opportunity.

When dealing with safeguarding matters, we are conscious of the language and terminology that we use, especially in front of children. Sometimes reference is made to a child who has been subjected to abuse as a victim. However, not all children will consider themselves a victim nor will they want to be referred to in this way. We are conscious of this and when managing any incident, we will be prepared to use terminology that children are most comfortable with.

In guidance we will also at times use the term 'alleged perpetrator' and where appropriate 'perpetrator' and we know that these are widely used terms. However, we know that in some cases the abusive behaviour will have been harmful to the perpetrator as well and again we will be mindful of appropriate language and will decide appropriateness on a case-by-case basis.

We work closely and restoratively with our safeguarding partners with the confidence to challenge decisions and practice if deemed appropriate.

We are committed to working with parents in a positive, open, and transparent way. We ensure that all parents are treated with respect, dignity, and courtesy.

We recognise the stressful and traumatic nature of safeguarding and child protection work and support staff by providing an opportunity to talk through their anxieties with the DSL and to signpost and seek further support as appropriate.

Our business and financial services manager is responsible for ensuring that the Single Central Record and recruitment checks are complete and kept up to date. The JTMAT guidance provided by HR in relation to the SCR is followed. This is checked by the Headteacher and by the Safeguarding Governor. Records are held in school of those checks. The date of the check is also provided to the Governing Body.
Safer recruitment checks are completed in line with expectations to ensure that all staff and volunteers in school adhere to legislation and expectations to ensure that our safeguarding culture and ethos is positive.

SAFEGUARDING TRAINING FOR STAFF

All staff all play a very important role in safeguarding the children at Mosley. Staff training is updated regularly to ensure that all staff have read, and understood key documentation and fully understand the local procedures, expectations and systems in school. Staff sign to say that they have read **part 1** of Keeping

Children Safe in Education, and the DSLs check their understanding of Part 1 by conducting a quiz and regular drop-ins throughout the year.

The following training is in place :

- Annual Safeguarding Update to cover KCSIE changes (including other relevant legislation e.g. Working Together 2026) for all staff and volunteers.
- Contextual Safeguarding Information
- Level 1 Training every 3 years at least. This is usually completed prior to starting.
- Prevent Training
- Online safety training
- 7 minute refresher briefings sent to all staff
- Staff safeguarding knowledge check quizzes
- DSL training and updates

All staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 142 for further information and Filtering and Monitoring Standards). This training takes place at induction and on inset training, which is regularly updated. Level 1 Training is updated every 3 years and for new staff within 3 months of their start of employment. Annual refresher training is conducted at the first inset of the academic year which covers KCSiE changes, generative artificial intelligence, contextual safeguarding information relevant to our setting (the main concerns within our school are mental health and wellbeing related)

Prevent training is updated every 2 years and for new staff on induction. Staff complete Prevent refresher training annually. In addition, **all** staff receive safeguarding and child protection (including online safety) updates via staff meetings, staff briefings, emails and relevant external events attended as required, and at least annually, to continue to provide our staff with relevant skills and knowledge to safeguard children effectively.

All staff know who the DSL/DDSL is, and as well as being the expert in this field, are there to support staff, volunteers, and local governing body.

All staff are aware of their responsibility to provide a safe environment in which children can learn.

All staff are aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Staff are confident in exercising **professional curiosity** and understand that knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may need our help or protection. They are aware that abuse, neglect, and safeguarding issues are rarely

standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse and other risks online as well as face to face. They know that in many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All staff know what to do if a child tells them they are being abused, exploited, or neglected. Staff know how to maintain an appropriate level of confidentiality by only involving those who need to be involved, such as the DSL/DDSL and local authority children's social care. Staff never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

All staff know how to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

All staff are aware of the early help process and understand their role in it and are confident to identify and support children who may benefit from early help, effectively giving children and their families the right help at the right time.

All staff are aware of how to make a referral to children's social care, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with their potential role in such assessments.

All staff understand their responsibility to report concerns about the behaviour of any adult in our school and know that they will be listened to and taken seriously. All staff are aware of the NSPCC Whistleblowing Advice Line through posters displayed on the staffroom noticeboard.

All staff understand their responsibility to escalate concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. In all cases, if our staff are unsure, they know that they should always speak to the DSL/DDSL.

ROLES AND RESPONSIBILITIES OF THE DSL/DDSL

For full details of the DSL/DDSL roles and responsibilities please refer to Part 2 & Annex B of Keeping Children Safe in Education and the JTMAT DSL Job Description in the DSL's personnel file.

Our DSL/DDSL(s) have received the appropriate safeguarding training to provide them with an understanding of their role and the knowledge and skills to carry it out. Our DDSL(s) are trained to the same level as the DSL. Training received also supports their knowledge of the processes, procedures, and responsibilities of other agencies, particularly children's social care in line with Working Together to Safeguard Children. This training is updated at least every 2 years and in addition to this they regularly (at least annually) refresh and update their knowledge and skills. The DSL is given **additional** time, funding, training, resources, and support needed to carry out the role effectively. This is achieved through the Education Safeguarding DSL Briefings, meeting with other DSLs (inclusive of JTMAT Safeguarding Leads) and reading statutory guidance.

Our DSL takes the **lead responsibility** for safeguarding and child protection (including online safety as well as an understanding of the expectations, applicable roles and responsibilities in relation to the filtering and monitoring systems and processes in place), and this is explicit in their job description.

Guidance:

Filtering and Monitoring: Core Standards

As part of online safety, we are aware of our responsibility for information security and access management, and we will ensure that we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Guidance:

Cyber Security: Core Standards

Cyber Security Training for School Staff

During term time, the DSL/DDSL is available (during school hours) for staff in the school to discuss any safeguarding concerns. The DSL can delegate activities to the DDSL(s); however, the ultimate responsibility remains with them, and this lead responsibility is not delegated. In the absence of the DSL the DDSL(s) will take a lead on safeguarding with clear direction from the Senior Leadership Team. Out of term time, out of office signposting emails and information posted on the school's safeguarding page on the website detail how a member of staff or parent can make a referral.

The DSL acts as a source of support, advice, and expertise for staff. Risk assessments/safety plans will be completed as required and should, where appropriate, involve other agencies, these are reviewed regularly and shared appropriately.

Our DSL maintains robust systems to monitor and record training of **all** staff and update and refresher time scales are evident within the training record. Training

is delivered in-line with Staffs SCP and KCSIE. This will include bulletins, briefings, and inset day training as well as external events attended.

Staff training at The Mosley Academy takes place in many formats:

- Level 1 Safeguarding & Child Protection Training SSCP Core Slides
- Channel PREVENT Training
- Online Safety Video Presentation
- Staff Briefing Safeguarding Snippets
- SSCP Newsletters
- SSCP 7-Minute Briefings

A full record of staff training is maintained through a safeguarding training matrix and drop-ins and quizzes are used to assess staff confidence with their knowledge at regular intervals throughout the year.

The DSL ensures that **all** staff and regular visitors have appropriate safeguarding training to equip them for their role in school. This includes training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. The DSL ensures systems are in place to induct new staff/governors and that they are robust and monitored and any non-compliance shared with Senior Leadership Team/Local Governing Body.

The DSL monitors the My Concern case management systems to record concerns about children, ensuring that the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information are kept in-line with the Data Protection Act 2018 and General Data Protection. The safeguarding and child protection records are kept in a secure location, away from academic records and there is a clear recording process of transfer, in or out, which if paper file transfer, using the transfer of records form which is signed by the sending and receiving settings and a copy of this form kept by both.

When a parent chooses to remove their child/ren from school to receive EHE (Elective Home Education), the DSL will pass on any safeguarding concerns and the safeguarding file if there is one, to the EHE Team within Staffordshire County Council and inform other professionals who may be involved with that child.

The DSL/DDSL monitors the quality of safeguarding files through auditing case files regularly. Appropriate and regular supervision takes place with the DSL and may be extended to other members of staff if we deem this appropriate. Wellbeing of all staff is supported through referral to specific support services.

The DSL/DDSL will refer cases of suspected abuse to the local authority children's social care, as required, and support other staff to make these referrals. We understand the importance of attending case conferences and core group meetings as well as Child in Need meetings.

DSL will liaise with all staff (e.g., pastoral staff, school nurses, attendance staff, SEN staff and Mental Health Leads) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

The DSL/DDSL will represent school at child protection conferences and core group meetings and will be the expert within our setting to support staff in liaising with other agencies, making assessments and any referrals. Any staff member may be required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren. The DSL/DDSL will notify children's social care if a child with a child protection plan is absent for more than two days without explanation.

The DSL/DDSL undertake supervision every half-term and discuss case management in our setting. Discussions and actions are recorded and stored confidentially on the school's system.

The DSL/DDSL helps to promote educational outcomes by sharing appropriate information about the welfare, safeguarding and child protection issues that children (including children with or who have previously had a Social Worker) are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the schools and their staff, know who these children are, understand their academic progress 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 and the additional academic support and adjustments that they could make to best support these children.

The DSL has a good understanding of the community the school serves, the risks and its resilience. This is achieved by regular attendance at local DSL/locality/partnership meetings.

LOCAL GOVERNING BODY

At The Mosley Academy, our Local Governing Body have a strategic leadership responsibility for safeguarding arrangements, and they **must** ensure that we comply with our duties under legislation. They **must** have regard to this guidance in ensuring policies, procedures and training are effective and comply with the law at all times. See Part 2 Keeping Children Safe in Education.

The Headteacher ensures that the policies and procedures, adopted by the governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff. These policies are transparent, clear, and easy to understand for staff, children and their parents/carers.

The Local Governing Body ensure that all staff, including governors and trustees receive appropriate safeguarding and child protection training (including online which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. This training should be regularly updated and in line with any advice from the safeguarding partners.

This training will equip governors and trustees with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place here are effective and support the delivery of a robust

whole school approach to safeguarding and this training is regularly updated, at least on a termly basis.

In considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our Governing Body will ensure that our school has appropriate filters and monitoring systems in place. They 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.

The Local Governing body will review the following standards and discuss with IT staff and service providers what more needs to be done to support our setting in meeting this standard:

- identify and assign roles and responsibilities to manage filtering and monitoring systems;
- review filtering and monitoring provision at least annually;
- block harmful and inappropriate content without unreasonably impacting teaching and learning;
- have effective monitoring strategies in place that meet their safeguarding needs.

Guidance:

Filtering and Monitoring: Core Standards

The Local Governing Body are also aware of their responsibility to ensure that there is the appropriate level of security protection procedures are in place in order to safeguard systems, staff and learners and that there is the need to review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Guidance:

Cyber Security: Core Standards

Cyber Security Training for School Staff

The Local Governing Body and proprietors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Technical Guidance on the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. Further guidance is found in Pg 24-26 Para 82-93 Keeping Children Safe in Education & Equality Act 2010-Advice for schools.

The Local Governing Body facilitate a whole school approach to safeguarding involving everyone in school, ensuring that safeguarding is at the forefront and underpins all relevant aspects of process and document development. These systems, processes and policies operate with the **best interests** of our children at the heart of what we do.

The Local Governing Body has appointed the Designated Safeguarding Lead (DSL) who take **lead responsibility** for safeguarding and child protection (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and

monitoring). This is explicit in their job description, and they ensure that the DSL understands their responsibility in leading safeguarding across the school. They also ensure that the DSL is given additional time, funding, training, resources, and support needed to carry out the role effectively. See Annex B Keeping Children Safe in Education. The Safeguarding Link Governor meets with the DSL/DDSL every term to discuss case management and training compliance.

The Local Governing Body has also identified a Deputy Designated Safeguarding Lead(s)(DDSL), who are trained to the same safeguarding standard as the DSL.

The Local Governing Body and proprietors ensure that children are taught about how to keep themselves and others safe, including online. It is 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. There is an expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

The Local Governing Body will ensure compliance with the completion of the Section 175/157 Safeguarding audit return, to the Local Authority and that any areas of concern in safeguarding are identified and a safeguarding action plan is developed.

They also ensure that the school contributes to inter-agency practice in line with Working Together to Safeguard Children.

The Local Governing Body ensure that those involved with the recruitment and employment of staff to work with children have received safer recruitment training and are compliant with safer recruitment procedures. This includes the requirement for appropriate checks to be carried out in line with national guidance. When candidates have been shortlisted, they will be made aware that online searches will be carried out. See Part 3 Safer Recruitment Keeping Children Safe in Education.

Our Trust have ensured that there is a current whistleblowing document and staff are aware of this document and understand its content. We have a culture where staff can raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistleblowing procedures JTMAT Whistleblowing Policy.

Further guidance on whistleblowing is available here and the NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding failures internally. Staff can call on 0800 028 0285 and the line is available from 8am to 8pm, Monday to Friday. Email: help@nspcc.org.uk

When the Local Governing Body or Proprietors hire/rent out school or college facilities/premises to organisations or individuals (e.g. community groups, sports associations, and service providers to run community or extra-curricular activities), they will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the local governing body or proprietor, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body, this is not necessarily the case.

The local governing body or proprietor will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate.

The Local Governing Body will ensure that safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Guidance

Keeping Children Safe in Out-of-School Settings

WORKING WITH PARENTS/CARERS

At The Mosley Academy, we are committed to working in partnership with parents/carers to safeguard and promote the welfare of their children, and to support them to understand our statutory responsibilities in this area.

When new pupils join our school, parents/carers will be informed that we have a safeguarding document. A copy will be provided to parents on request and is available on the school website. Parents/carers will be informed of our legal duty to assist our safeguarding colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to the relevant local authority or other agencies.

We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or if it is necessary to do so to safeguard a child from harm.

We will seek to share with parents/carers any concerns we may have about their child before making a referral, unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL from making a referral to the local authority in those circumstances and where it is appropriate to do so.

To keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives.
- Full names and contact details of all persons with parental responsibility (if different from above).

- Emergency contact details (if different from above) and **at least 2 contacts.**
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
- Any legal or criminal changes which effects parental responsibility e.g., bail conditions, court orders, Special Guardianship orders, Child arrangement orders etc

The school will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

We recognise that we are likely to be in regular contact with parents and carers. We will use these communications to reinforce the importance of children being safe online and parents/carers are likely to find it helpful to understand what systems schools use to filter and monitor online use. It will be especially important for parents/carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

At The Mosley Academy, we update parents about safeguarding through newsletters and the website.

SPECIFIC SAFEGUARDING ISSUES

All staff receive appropriate safeguarding training for specific safeguarding issues outlined in the JTMAT Safeguarding Policy.

This is planned for throughout the academic year as a safeguarding training calendar is designed by the DSL/DDSL. A record of this training is kept on the safeguarding training matrix and staff knowledge is checked via completion of a quiz and/or safeguarding scenario.

SITE SECURITY

At The Mosley Academy, we provide a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on our site must adhere to the rules which govern it. Laxity can cause potential problems with safeguarding, therefore:

- Gates are kept closed during the school day; visitors gain access through the main entrance.
- Visitors, volunteers, and students must only enter through the main entrance and after signing in at the office will be issued with a school lanyard. School has a clear system of ensuring staff are accompanied/supervised by regulated staff member. Any visitor on site who is not identifiable by a visitor's pass will be challenged by any staff member and this will be reported to a member of the Senior Leadership Team.
- Parents, carers, and grandparents attending functions have access only through the designated and supervised entrances.

- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- At least three members of staff are always on duty at break times.
- A health and safety audit is completed annually with risk assessment/safety planning and forms part of the Governors annual report. This will include a fire evacuation. Fire evacuation plans including PEEPs are visible in every classroom.
- Medication (with the exception of epipens and inhalers) is kept in the school office and is locked away. Should a member of staff be required to administer medicine, this will be the senior midday supervisor, headteacher, office manager or the deputy headteacher. A record will be kept of the time, date and dosage of the medicine and must only be administered according to doctor's instructions. Non-prescribed medicines will not be administered in school, as per the trust policy.
- Inhalers and epipens will be kept in a cupboard in the classroom. They will be taken outside for PE or on trips. They are stored in the class cupboard in the first aid box, to ensure a consistent place for inhalers, where all staff know where they are kept in case of emergnecy. Should a child need to take their inhaler, a record will be kept on the medical sheet, and also reported to the school office.
- The risk management of site security is managed by the Headteacher and the School Business and Financial Manager, and we have a clear system of risk assessments and review timescales of these.
- Safeguarding posters are present in each classroom and around the school and staff have taught the children who the safeguarding team are so that children and parents know who they can talk to. This poster is also visible from pick up and drop off points.
- Mobile phones and cameras are not permitted for use on site, unless the parent / carer is photographing their own child at a time where permission has been given.
- Staff will not use their mobile phones in the presence of children and will never take photographs on their own devices – school issued ipad devices have been provided for this reason and their usage is monitored using Securus.
- Staff will never give out information about a child to someone without parental responsibility. Confidential material that must be transferred to another school via secure electronic transfer and/or will be placed into a sealed envelope and the checklist ticked, dated and signed by the DSL and the Headteacher. It will then be taken by hand to the new school unless distance prevents this, in which case, it will be sent as a Recorded Delivery. This information must only be handed to a school's DSL and the return slip signed and dated by them for our records.

Safeguarding Induction Sheet
(for new or supply staff and regular visitors or volunteers)

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead, Sarah Rowe or Deputy Designated Safeguarding Leads, Gemma Day / Chloe Twells/ Amelia Kirkman.

Do not think that your worry is insignificant if it is about hygiene, appearance, or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the Designated Safeguarding Leads and provide them with a written/electronic record of your concern. Please use my Concern to record this. A paper copy can be obtained from the school office. Please ensure you complete all sections as described.

If you are unable to locate them, ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher, you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 0300 111 8033.

The people you should talk to in school are:

- Designated Safeguarding Lead: Sarah Rowe
  Location of office: Headteacher's Office

  Safeguarding secure email : mos-safeguarding@mos.jtmat.co.uk

  Contact Number: 01283 247465

- Deputy Designated Safeguarding Lead: Gemma Day
  Location of office: Main school office

  Contact Number: 01283 247465

- Deputy Designated Safeguarding Lead: Chloe Twells
  Location of office: Inner Office

  Contact Number: 01283 247465

- Chair of Governing Body: Jim Gardner Contact Email: via the main school office email mos-office:mos.jtmat.co.uk

Safeguarding Induction Checklist

Name: **Date:**

	Criteria	**Comments**	**Signature**
DAY 1	Welcome		
	Employment Checks Complete		
	School Background information: Pupils, Ofsted, Community/Special		
	School Structure, Governance arrangement		
	Keeping Children Safe in Education, Part 1 issued and explained		
	School Ethos explained		
	Role & Responsibility: reporting structure, Safeguarding role in school		
	Name of DSL, role described and contact details		
	Role of the Governing Body-members		
	JTMAT Staff Code of Conduct Behaviour Procedures		

	Children Missing from Education process		
	Confidentiality and breaches		
	General Data Protection Act		
	Health & Safety: Fire procedures and Fire officers (review date)		
WEEK 1	Meet with Head teacher & DSL		
	Physical Intervention Leads Other leads: CSE/Prevent/LAC/SENCO/IT lead		
	Named Governors Safeguarding- Chair-		
	Pastoral Support Officers/ behaviour/ attendance		
	Alternatives to reporting in school in an emergency		
	Signs and types of Abuse		
	Where to find safeguarding document		
	What to do regarding disclosure – reporting systems		

	Policies to read: Health & Safety Complaints Safeguarding Code of Conduct Whistle Blowing KCSIE (part 1 or 2) Online Safety Prevent Site Security Behaviour Other: Other:		
WEEK 2	Training needs identified		
	Training needs scheduled		
	Any other issues		
	Review date:		

Date Induction carried out on:

By:

Signed by Employee:

Date of Completion:

Areas to follow up:

Training needs identified:

SPECIFIC SAFEGUARDING RISKS

DOMESTIC ABUSE – OPERATION ENCOMPASS

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. The abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. We know that children can be victims of domestic abuse in their own right if they see, hear, or experience the effects of abuse at home. Domestic abuse affecting young people, can also occur within their personal relationships, as well as in the context of their home life, including intimate partner violence, abuse by family members, teenage relationship abuse and child to parent or care giver abuse. All of which can have a detrimental and long-term impact on their health, well-being, and ability to learn. We will support all children in these relationships.

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Our commissioned service for DA in Staffordshire is New Era

Further guidance and resources:

- Domestic Abuse-Signs Symptoms Effects
- Safe Young Lives-Young people and DA
- Controlling and coercive behaviour

- Specialist sources of support

Staffordshire Police have a statutory duty to notify the DSL/DDSL when they have reasonable grounds to believe a child who attends our setting may be a victim of domestic abuse. (This includes all children connected to the household, those who are physically present at the incident, those not physically present during the incident, and situations where a child might reside in another household temporarily or permanently). An Operation Encompass notification will be sent to the DSL/DDSL via secure email, and we understand our responsibilities to comply with data protection laws when dealing with this personal and sensitive information. Our DSL/DDSL have completed the National Operation Encompass training, and we are an Operation Encompass setting. This training and the notification enable us to provide emotional and practical help to the child/children named within the notification. It ensures that we have up to date relevant information about a child's circumstances and enables immediate support to be put in place, according to the child's needs. This support may take different forms e.g. checking in with the child, through observations and ensuring that the child has a trusted adult. Where appropriate, we will make a referral to local authority children's social care if we are concerned about a child's welfare. If you require further information in relation to Operation Encompass, please use this link Operation Encompass

Guidance Documents:

- NSPCC-Domestic Abuse
- Refuge-Domestic abuse & effects on children
- Domestic abuse: specialist sources of support
- Operation Encompass helpline 0204 513 9990 (8am-1pm Mon-Fri)

MENTAL HEALTH AND WELLBEING

All staff have an important role to play in supporting the mental health and wellbeing of our pupils and **are** aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Only appropriately trained professionals will attempt to raise a concern of a mental health problem. Education staff, however, are well placed to **observe** children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Guidance and helpful documents: -

- Addressing Trauma and Adversity
- Mental Health and Behaviour in Schools Guidance
- Preventing and tackling bullying
- Every Interaction Matters
- MIND-Parenting Capacity and Mental Health
- NSPCC-Mental Health and Parenting
- Staffordshire County Council Resource Bank (sent out at least annually)

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection document, and by speaking to the designated safeguarding lead or a deputy.

ONLINE SAFETY

The use of technology has become a significant component of many safeguarding issues. Child Criminal Exploitation, Child Sexual Exploitation, radicalisation, sextortion, sexual predation, and technology often provides the platform that facilitates harm.

At The Mosley Academy, we realise that it is essential for our children to be safeguarded from potentially harmful and inappropriate online material. We have an effective whole school/college approach to online safety which empowers us to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms for us to identify, intervene in, and escalate any concerns where appropriate.

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

- **Content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **Contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

We ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures. We consider online safety in other relevant policies, when planning curriculum, teacher training, the role and responsibilities of the DSL and parental engagement. We have appropriate filtering and monitoring systems in place on school devices and school networks, and these are regulated, and risk assessed as part of the prevent duty.

Our filtering and monitoring standards will

• identify and assign roles and responsibilities to manage filtering and monitoring systems.

• review filtering and monitoring provision at least annually.

• block harmful and inappropriate content without unreasonably impacting teaching and learning.

• have effective monitoring strategies in place that meet their safeguarding needs

The Local Governing Body will review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

We have an online safety procedure which identifies the usage and expected behaviour of children/students. As a school we appreciate the value of technology and that appropriate filters are in place, yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding. This document also contains information on:

- the effective approach to online safety we have in our setting
- the systems we use
- how we protect and educate the whole school or college community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate
- how we ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures
- links to other policies where online safety is considered i.e. Staff Code of Conduct/Behaviour/Use of mobile and smart technology etc.
- curriculum planning/RHSE/off timetable days
- engaging parents - information evenings/newsletter/social media
- how we carry out a review of our approach to online safety through the 360safe diagnostic tool, supported by an annual risk assessment that considers and reflects the risks our children face.
- How we ensure we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, we meet the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK.

Education at home/Remote learning: Where children are being asked to learn online at home, our school will refer to and use the links and resources provided by the DfE; Safeguarding in schools, colleges and other providers and safeguarding in remote education.

Guidance Documents:

- Children's Commissioner-Online Safety
- Appropriate Filtering and Monitoring

- CEOP-Safety Centre
- National Cyber Security Centre
- NSPCC-Undertaking remote teaching safely
- 360 Degree Safe - Online Safety Review Tool
- UKCCIS-UK Council for Child Internet Safety

RADICALISATION AND EXTREMISM

The school governors, the Head Teacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND document, Assembly Document, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying document and other issues specific to the school's profile, community and philosophy.

All schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty and is part of our schools wider safeguarding obligations.

Designated safeguarding leads and other senior leaders familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare). We follow the guidance in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Our school has a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL.

The SPOC for our school is Sarah Rowe.

Our school will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done using specialist online monitoring software, which in this school is called Securus.

Guidance Documents:

- The Prevent Duty
- Educate Against Hate
- ACT Early | Prevent radicalisation

CHILD ON CHILD ABUSE

All staff have the knowledge and awareness that children are capable of abusing other children (including online). All staff are clear about this school's document and procedure regarding child-on-child abuse. We have a separate child-on-child abuse document in addition to anti-bullying and behaviour procedures to guide, inform and support children, staff and parents/carers.

JTMAT Policies

The Mosley Academy - Policies and Procedures

Child-on-child abuse can occur, both physically and verbally, either online or face to face, between two children of **any** age and sex, with a single child or group of children and can happen both inside and outside of our setting. Children who are victims of this abuse, will find the experience stressful and distressing and it is likely to have an adverse effect their educational attainment. This type of abuse can exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

All staff at The Mosley Academy recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports of it. They understand the importance of the **timely** challenge of inappropriate behaviours between peers, many listed below, that are abusive in nature. They are aware of the importance of: -

- Making clear that child-on-child abuse including sexual violence and sexual harassment, is never acceptable and that that we have a zero-tolerance approach.
- Not dismissing this abuse as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- Challenging behaviours (potentially criminal in nature), such as physical and sexual assaults e.g. grabbing bottoms, breasts, and genitalia, flicking bras and the lifting up of skirts.

All staff know that if we do not challenge and support our children that this will lead to a **culture** of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We know that the initial response to a report from a child is vitally important. We do not want to miss that opportunity and so we reassure victims that their reports are being taken seriously and that they will be supported and kept safe. We never give victims the impression that they are creating a problem by reporting sexual violence or sexual harassment. We reassure victims that they should not feel ashamed for making a report.

We have well promoted and easily understood systems in place so that our children feel confident to knowing their concerns will be treated seriously. Child on child abuse may occur in our education setting, on the way to or from our setting or out in the community. Consideration will be given to many aspects of the abuse and here are a few examples:

- Does it involve a single incident or has occurred over time?
- Is the behaviour problematic and concerning?
- Does it involve any overt elements of victimisation or discrimination, e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability?
- Is there any element of coercion or pre-planning?
- Does it involve a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power?
- Has there been a misuse of power?

It is also important that we:

- ascertain if there were there any witnesses to the abuse
- make notes and record ALL conversations with children spoken to as well as parents/carers/other professionals, including any actions taken
- treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves
- ensure that a safeguarding response is in place for both victim and alleged perpetrator

Consideration should also be given to supporting children who have witnessed child on child abuse of any kind. This is likely to be traumatic and support may be required. We will signpost to agencies and support services available where needed.

We will do all that we can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed following this. Social media is likely to play a part in the fall out from any incident and friends from either side could well harass the victim or alleged perpetrator online as well as face to face. Any evidence we have of students using social media or inappropriately will be sanctioned according to our existing policies.

All victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. We will ensure that children know that the law is in place to protect them rather than criminalise them, and we will be explained in such a way that avoids alarming or distressing them.

Staff are aware of the groups that are potentially more at risk as evidence shows that girls, children with SEND and LGBT children are at greater risk. The DfE states 'child on child abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.'

Victims of child on child abuse will be supported by the school's pastoral system and referred to specialist agencies if appropriate. Risk assessment and/or safety planning are an integral part of this support plan, particularly regarding the post incident management.

All staff understand, that even if there are no reports in our setting, this does not mean that it is not happening, it may be the case that it is just not being reported. As such it is important that if staff at The Mosley Academy have any concerns regarding child on child abuse, they speak to their Designated Safeguarding Lead (DSL) or deputy (DDSL). Our staff will not develop high thresholds before acting.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence such as rape, assault by penetration and sexual assault and may include an online element which facilitates, threatens and/or encourages sexual violence. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- sexual harassment such as sexual comments, remarks about clothes and/or appearance, jokes, taunting and online sexual harassment. This also includes the telling of sexual stories, making lewd comments and calling someone sexual names and physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes, and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery) Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff are aware of the importance of understanding intra familial harms and any necessary support for siblings following incidents.

All staff **are** clear as to the school's document and procedures with regards to child-on-child abuse and the important role they play in preventing it and responding where they believe a child may be at risk from it.

If staff have a concern about a child or a child makes a report to them, they will follow the safeguarding referral process. As in any case, if staff are in any doubt as to what to do, they should speak to the DSL/DDSL. Our behaviour document will support any sanctions.

The DfE states child on child abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Guidance Documents:

- CEOP-Safety centre
- UKCIS Guidance: Sharing Nudes and Semi-Nudes
- Undressed (lgfl.net)

CHILDREN WHO ARE ABSENT FROM EDUCATION INCLUDING CHILDREN MISSING EDUCATION

At The Mosley Academy, we recognise that regular attendance at school is a critical factor in safeguarding and promoting the welfare of all children. Children who do not attend school regularly are at significant risk of underachieving academically, becoming socially isolated, and being more vulnerable to safeguarding risks such as exploitation, neglect, or abuse.

All staff should be aware that children missing education may be an indicator of more serious safeguarding concerns. Patterns of absence, particularly where these are unexplained or prolonged, must be treated as a potential safeguarding issue and reported in line with the school's safeguarding procedures.

The Trust's expectations regarding attendance are outlined in the JTMAT Attendance and Punctuality Policy. This policy sets out the responsibilities of schools, staff, parents/carers, and pupils in ensuring regular attendance, as well as the procedures for addressing concerns.

The Department for Education identifies two key categories of absence:

- Persistent Absence (PA): Where a pupil's attendance falls below 90% of possible sessions. This equates to missing 10% or more of their education.
- Severe Absence (SA): Where a pupil's attendance falls below 50% of possible sessions. This represents significant levels of missed learning and is a serious safeguarding concern.

Both persistent and severe absence are risk indicators that require timely identification, monitoring, and intervention.

Children who are persistently or severely absent may be at risk of:

- Academic failure and reduced life chances.
- Becoming vulnerable to anti-social behaviour, gangs, or criminal exploitation.
- Increased likelihood of experiencing neglect, abuse, or exposure to unsafe environments.
- Poor mental health, including anxiety, depression, and low self-esteem.
- Being targeted for child sexual exploitation (CSE) or child criminal exploitation (CCE).

This section should be read alongside the Department for Education's statutory guidance: Working together to improve school attendance, which sets out expectations for schools, trusts, and local authorities in improving attendance and safeguarding children.

CHILD SEXUAL AND CRIMINAL EXPLOITATION

At The Mosley Academy, we recognise that children and young people can be exploited in many different ways. Both Child Sexual Exploitation (CSE) and Child

Criminal Exploitation (CCE) are forms of child abuse and safeguarding concerns that require a robust, multi-agency response. Exploitation can occur in person, online, or through a combination of both, and often involves manipulation, coercion, or control of children.

Children who are being exploited may not recognise themselves as victims and may present with behaviour that could be perceived as challenging. It is essential that staff remain vigilant to potential indicators and respond in line with safeguarding procedures.

Staff should be alert to possible risk factors and indicators, which may include (but are not limited to):

- Regularly going missing from home or school.
- Sudden changes in friendships or associations with older individuals or groups.
- Unexplained acquisition of money, clothes, or mobile phones.
- Frequenting areas known for criminal activity.
- Involvement in county lines activity, including transporting drugs or weapons.
- Excessive use of social media or secretive online behaviour.
- Emotional changes such as withdrawal, anxiety, aggression, or low self-esteem.

To support identification and assessment of risk, schools should make use of local authority tools and guidance:

- Staffordshire: The Child Exploitation Risk Factor Matrix is used to assess vulnerability and indicators of exploitation. More information can be found on the Staffordshire Safeguarding Children Board website.
- Derbyshire: The Children at Risk of Exploitation (CRE) Toolkit provides guidance to assess levels of risk and inform next steps. Further details are available on the Derbyshire Safeguarding Children Partnership website.

Where exploitation is suspected:

1. Staff must record concerns immediately and share them with the Designated Safeguarding Lead (DSL).
2. The DSL will use local authority tools (e.g., the Risk Factor Matrix or CRE Toolkit) to assess risk.
3. Concerns will be referred to Children's Social Care and, where appropriate, the police.
4. The school will work in partnership with agencies and continue to monitor and support the child.

CHILDREN WHO ARE MISSING FROM HOME OR CARE

There are strong links between children involved in criminal and/or sexual exploitation and other behaviours such as running away from home, care or school, bullying, self-harm, teenage pregnancy, truancy, and substance misuse.

In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum-seeking children. Most children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point.

The school follows the guidance document to support with the processes and actions for when children return after a missing episode:

- Children who run away or go missing from home or care

COUNTY LINES

County lines is a form of criminal exploitation and if a child is identified as a potential victim of county lines exploitation, then the relevant safeguarding and modern slavery referrals should be completed in line with Modern Slavery statutory guidance.

It is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

We understand that children can be targeted and recruited in a number of locations including any type of education setting (including special schools, further and higher educational institutions, pupil referral units, children's homes and care homes).

Children are also increasingly being targeted and recruited online using social media and can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from their home,
- have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime),
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs,
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection,

- are found in accommodation that they have no connection with, often called a 'trap house' or 'cuckooing' or hotel room where there is drug activity,
- owe a 'debt bond' to their exploiters, and • have their bank accounts used to facilitate drug dealing.

When a victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRF) should be considered via the Police. Further information can be found here National Referral Mechanism.

The school refers to the guidance documents if they have any concerns about this and will liaise with ESAS to discuss potential processes, actions and next steps:

- Child exploitation disruption toolkit
- County Lines Toolkit For Professionals

DRUGS

We are aware that there is evidence of children and young people being increasingly involved in the misuse of alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and increased risk of being a victim of violent crime and criminal exploitation, including sexual exploitation. We are also aware of the impact of parental drug misuse. Where appropriate, we will make a referral to local authority children's social care if we are concerned about a child's welfare.

Guidance Documents:

- NSPCC-Parental Substance Misuse
- Drugs Advise for Schools
- From harm to hope: A 10-year drugs plan to cut crime and save lives
- Honest information about drugs

FABRICATED OR INDUCED ILLNESS AND PERPLEXING PRESENTATIONS

Fabricated or Induced Illness (FII) is a condition whereby a child suffers harm through the deliberate action of their carer, and which is attributed by the adult to another cause. There may be several explanations for these circumstances, and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child.

Perplexing Presentations are concerns raised around medically unexplained symptoms or concerning parental behaviours around child's health, by a non-medical professional.

In school we use the following guidance:

- FII-PP Pathway
- NHS-Overview-Fabricated or Induced Illness

OPPORTUNITIES TO TEACH SAFEGUARDING

At the Mosley Academy, we recognise that safeguarding children is not limited to responding to concerns but also includes actively equipping pupils with the knowledge and skills to keep themselves and others safe. Safeguarding is embedded across the curriculum and wider school life, ensuring that children understand risks and know how to seek help and support.

Children are taught how to keep safe in age-appropriate ways through a combination of formal and informal education, including:

- How to stay safe online, including the responsible use of social media, privacy settings, and reporting concerns.
- How to build positive, respectful relationships.
- How to recognise and report unsafe or abusive behaviours.
- How to manage risks in the community and beyond (e.g. road safety, personal safety, and awareness of exploitation).
- The importance of physical and mental wellbeing.

We recognise that safeguarding education must be accessible and relevant to all pupils, including those with special educational needs and disabilities (SEND), those with English as an additional language (EAL), and those with specific vulnerabilities. Staff adapt delivery to meet the needs of individuals and groups, ensuring that every child understands how to protect themselves and where to go for help.

Safeguarding is explicitly taught through:

- Relationships Education (Primary): Focused on teaching children about families, friendships, online safety, and recognising respectful relationships.
- Health Education (All phases): Covering physical health, mental wellbeing, resilience, and how to seek help when needed.

These areas of learning are delivered in line with statutory requirements and the school's curriculum planning.

Preventative safeguarding education is most effective when delivered within a whole school approach that:

- Prepares pupils for life in modern Britain, teaching them to respect diversity and uphold British values.
- Promotes a culture of **zero tolerance** for sexism, misogyny, misandry, homophobia, biphobia, and sexual violence/harassment.
- Embeds safeguarding themes across the wider curriculum, assemblies, and enrichment activities.
- Encourages pupil voice, ensuring children feel safe to share concerns and contribute to a safe school culture.

This proactive approach empowers children to recognise risks, develop resilience, and seek appropriate support, ensuring that safeguarding is an integral part of their education and everyday life.

RESPONSIBILITIES OF ALL STAFF

All staff are expected to:

- Recognise signs of abuse, neglect, exploitation, and emerging mental health concerns, remaining alert to both physical and behavioural indicators.
- Respond appropriately to any disclosure from a child, listening carefully, avoiding leading questions, and reassuring the child while not making promises of confidentiality.
- Report any safeguarding or child protection concern immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL, in line with school procedures. Concerns must be raised without delay, even if they seem minor or uncertain.
- Record concerns factually, clearly, and accurately, using the school's agreed safeguarding recording system. Records should include dates, times, observations, and actions taken.

In addition, all staff must:

- Maintain appropriate professional boundaries with pupils at all times.
- Model safe, respectful behaviour and uphold the school's values and safeguarding culture.
- Undertake regular safeguarding and child protection training, including updates, so they remain aware of the latest guidance and procedures.
- Contribute to creating an environment where pupils feel safe, listened to, and confident to report concerns.

Safeguarding is most effective when all staff understand their responsibilities and take consistent, proactive action to protect children. No concern is ever too small to report.