The Hayfield School

Safeguarding Policy

Effective date: September 2026

Review date: August 2027

Signed: M Huby, Chair of Trustees on behalf of Board of Trustees

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NAMED PERSONS WITH RESPONSIBILITY FOR CHILD PROTECTION:

Designated Safeguarding Lead: Emma Conroy
Deputy Designated Safeguarding Lead: Deborah Hartshorn
Local Authority Designated Officer (LADO): Milovan Orlandich – 01302 737332

1. INTRODUCTION

This policy is in response to:

1) Sections 157 and 175 of the Education Act 2002, implemented June 2004
2) 'Keeping Children Safe in Education' issued by the DfE in 2026 which came into force on 1 September 2026.

It is in line with the relevant Safeguarding Partnership's Child Protection Procedures and Department for Education (DfE) guidance.

This policy applies to all adults, including supply staff and volunteers, working in or on behalf of The Hayfield School.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings;
  and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.
- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

2. THE HAYFIELD SCHOOL COMMITMENT

The Hayfield School is committed to safeguarding and promoting the welfare of all its students. Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our students.

3. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

3.1 Safer Recruitment and Selection

The Hayfield School pays full regard to DfE guidance 'Keeping Children Safe in Education' 2026. We ensure that all appropriate measures are applied in relation to everyone who works in The Hayfield School who is likely to be perceived by the students as a safe and trustworthy adult, including volunteers and staff employed by contractors. Where contractors do not have opportunity for regular contact with children, the school will decide whether a basic DBS check would be appropriate**.**Safer recruitment practice has been fully encompassed in The Hayfield School's Appointments Guidance Policy and its procedures. Safer recruitment practice includes scrutinising applications, verifying identity and qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking rigorous selection procedures and Disclosure and Barring Service (DBS) and other checks.

Recruitment practices in place are:

- It is a statutory requirement to carry out an Enhanced DBS with Barred list check for all new appointments to the The Hayfield School workforce (all Trustees are also required to undertake an Enhanced DBS check which includes S128 check);
- Checks are made to ensure that a person taking up a management position is not subject to a section 128 direction made by the Education Secretary:
- Disclosure by Association checks undertaken for staff who are employed in relevant positions;
- For qualified teachers, checking of qualifications and recognition by the Teaching Regulation Agency (TRA), using the teacher self-service portal. Academies can employ teachers without Qualified Teacher Status (QTS) if the trustees believe they are suitably qualified. QTS checks are carried out and that candidates are not subject to a prohibition order or an interim prohibition order;
- Photographic evidence and proof of name and date of birth (passport, driving licence or birth certificate). Where on photographic evidence is available, the safeguarding guidance permits birth certificates as evidence, but such circumstances should occur only exceptionally: and right to work in the UK is verified prior to appointment;
- Consider any capability history that the applicant may have had in the previous two years:
- Residency check on current address:
- Check overseas criminal records where appropriate to the applicant.
- Two references are taken for all appointments, including their last employer and their last role working with children;
- Qualification checks, particularly at degree and/or diploma level, and in relation to any qualification included on the application which is required for the role, for example accountancy.
- Any volunteer who frequently teaches, trains, instructs or supervises children, or does so overnight or more than 3 days in a 30-day period, is now in regulated activity and requires an enhanced DBS check with children's barred list information. The 'supervision exemption' has been removed under the Crime and Policing Act 2026. This means volunteers in regulated activity can no longer be supervised by someone else to avoid barred list checks."
- The Hayfield School maintains a Single Central Record detailing the range of checks carried out on their staff, volunteers, trustees and regular visitors;

- All new appointments to The Hayfield School workforce are subject to identity, criminal conviction disclosure, health and rights to work in the UK checks prior to interview;
- The Hayfield School satisfies itself that the same level of stringent checks have been undertaken on any supply staff.
- Online searches should only relate to the reputation of the school and its statutory safeguarding obligations as set out in Keeping Children Safe in Education 2024. Although there is no clear guidance regarding the length of time searches should go back to, it is recommended that schools carry out checks for up to five years. The searches are concerned with offensive or inappropriate behaviour, discriminatory comments, inappropriate photos and anything to suggest that the applicant may not be suitable to work with children or young/vulnerable people. Online searches will only be carried out on shortlisted candidates in order to reduce the risk of discrimination.

The Headteacher and members of the Senior Leadership Team have successfully undertaken the approved Safer Recruitment.

3.2 Safe Practice

The Hayfield School has undertaken Child Safeguarding training for all staff and trustees, and updates this training at least every year to ensure that staff are safe and aware of behaviours which should be avoided. In addition The Hayfield School's Staff Code of Conduct outlines acceptable and unacceptable behaviour towards children and young people. A summary of this is also provided in the Staff Safeguarding Induction Pack prior to taking up employment.

Safe working practice ensures that students are safe and that all staff:

- Are responsible for their own action and behaviours and know how to avoid any conduct which could lead any reasonable person to question their motivation or intentions;
- Work in an open and transparent way;
- Discuss and/or take advice from the The Hayfield School management over any incident which may give rise to concern;
- Record any incidents or decisions made in relation to a child or young person;
- Apply the same professional standards regardless of gender or sexuality;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3.3 Sharing Safeguarding Information with Students

The Hayfield School is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of The Hayfield School, their right to be listened to and heard and what steps can be taken to protect them from harm. Life lesson materials are used to help students learn how to keep safe.

Information is made available to students, including NSPCC and Childline.

The Hayfield School's arrangements for consulting with and listening to students is via student voice. We make students aware of these opportunities via assemblies, posters, letters, lessons.

3.4 Partnership with Parents

The Hayfield School shares a purpose with parents/carers to keep children safe from harm and to have their welfare promoted. All new parents/carers are provided with the following statement prior to their child starting with the school:

"The Hayfield School takes child protection and safeguarding very seriously. We have a very comprehensive child safeguarding policy which we are happy to share with you upon request. If your child informs staff members of any issues which cause us concern, we may request the help of outside agencies. Depending on the nature of the concern and the severity of the issue, we may or may not contact parents/carers regarding the disclosure the child has made. We would in this instance contact the relevant professional body and seek their advice. Please be aware that our aim is always to act professional with the child's safety and best interest at the forefront."

We are committed to working positively, open and honestly with parents/carers. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so to protect a child. The Hayfield School will share with parents/carers any concerns we may have about their child unless to do so may place the child at risk of harm.

The Hayfield School will follow Doncaster's procedures when dealing with any matters of a child protection nature. The Hayfield School will endeavour to discuss all concerns with parents/carers about their child/ren. However, there may be exceptional circumstances when The Hayfield School will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Safeguarding Partnership's Child Protection Procedures). The Hayfield School will, of course, always aim to maintain a positive relationship with all parents/carers. The Hayfield School's Safeguarding Policy is available to all parents/carers upon request.

3.5 Partnerships with Others

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual and/or criminal exploitation.

The Hayfield School recognises that it is essential to establish positive and effective working relationships with other agencies. These include the Local Authority, Social Care, Early Help, Barnardo's, Police, Health, Childline, NSPCC etc.

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

3.6 School Training and Staff Induction

The Hayfield School's Designated Safeguarding Lead and Deputy Designated Safeguarding Lead with Responsibility for Child Protection undertake basic child protection and safeguarding training on yearly basis. The headteacher and all other staff, including associate staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is updated at least every three years.

All staff (including temporary staff and volunteers) are provided with a written child Safeguarding Induction prior to taking up appointment and are provided with a copy of this and other relevant policies during Induction. All staff must read Part 1 of KCSIE 2026 in full. The condensed version (previously Annex A) has been removed. Staff who don't work directly with children are no longer able to read a shortened version."

The Hayfield School aims to provide training on a termly basis via Learning and Performance time on specific and relevant Child Safeguarding issues e.g. E-Safety, Safe Practice, Prevent, Record Keeping. This training will be integrated, aligned and considered as part of the whole-school safeguarding approach for wider staff training, and curriculum planning. In turn, such training will have regard to the Teachers' Standards to support the expectation that all teachers manage behaviour effectively to ensure a good and safe environment and have a clear understanding of the needs of all students.

All staff will be made aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and making or sharing of nudes or semi-nudes including AI generated images. Information on child to child abuse is at Appendix I and J.

3.7 Support, Advice and Guidance for Staff

Staff will be supported by the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead with Responsibility for Child Protection, who will provide guidance and training where appropriate. They will be supported by the headteacher.

Advice and support is always available from the Local Authority's Social Work Team and further advice is available from the Police.

3.8 On-line Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The Hayfield School has website filtering and monitoring software on all computers and devices available in the school. These systems are regularly checked to ensure students are accessing appropriate sites. Teaching staff ensure that any links provided to material is appropriate for all students accessing such.

As part of a broad and balanced curriculum, The Hayfield School offers a curriculum which covers the need for safeguarding, including online. The curriculum offers Relationships and Sex Education (RSE). This is covered through specific lessons or PSHCE, and assembly programmes.

3.9 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

The Hayfield School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard students. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose students to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

The Hayfield School will treat any use of AI to access harmful content or bully students in line with this policy and our anti-bullying/behaviour policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

3.10 Single-Sex Facilities and Sports Participation

The Hayfield School must not allow children into toilets, changing rooms or showers designated for the opposite biological sex. There are no exceptions to this requirement, even when supporting a child's social transition.

If a student who is questioning their gender doesn't want to use the facilities designated for their biological sex, the school will consider whether alternative facilities can be provided that don't compromise the provision of single-sex facilities, or the safety, comfort, privacy or dignity of the child or any other children.

Where the school provides mixed-sex toilets in addition to single-sex toilets, safeguarding risks will be assessed. Mixed-sex toilets must be individual, lockable rooms that open directly onto public areas.

For sports participation, the school can separate children according to their biological sex when playing certain competitive sports without discriminating unlawfully. Where safety concerns exist, there must be no exceptions. Records of these situations must be kept and reviewed regularly.

3.11 Mobile Phone and Electronic Devices Policy

The Hayfield School is expected to be a 'mobile phone-free environment' by default. Students do not have access to their mobile phones during lessons, breaktimes, and lunchtimes.

3.12 Related The Hayfield School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as student health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security, drugs and substance misuse etc. There may also be other safeguarding issues that are specific to the local area of population. The school plays a crucial role in preventative education. This is in the context

of a whole-school approach to preparing students for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

Other related School Policies and Protocols that should be referred to include:

Health and Safety Policy
Anti-Bullying Policy
Online Safety Policy
Appointments Guidance
Staff Code of Conduct
Whistle Blowing Policy
Educational Visits Policy
Equal Opportunities Policy
Supporting Students with Medical Conditions Policy
SEND Policy
Healthy Mind Healthy Body strategy

3.13 Student Information

In order to keep children safe and provide appropriate care for them The Hayfield School requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child;
- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Whether the child is Looked After;
- Emergency contact details;
- Details of any persons authorised to collect the child from the The Hayfield School;
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Interim or Full Care Order, Injunctions etc);
- If the child is or has a Child Protection Plan (formerly known as being on the Child Protection Register/Child in Need Plan/C&F assessment or Early Help PAFS worker
- Name and contact details of any key persons from other agencies, including GP; CAMHS; WMIM, Educational Psychologist
- Any other factors which may impact on the safety and welfare of the child.

3.14 Roles and Responsibilities

The Hayfield School will ensure that:

The Hayfield School has a Child Safeguarding policy and procedures in place that are in accordance with the Safeguarding Partnership guidance and locally agreed interagency procedures, and the policy is available to parents/carers upon request;

- The Hayfield School operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;

- The Hayfield School has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures;
- A senior member of the The Hayfield School's extended Leadership Team is designated to take lead responsibility for Child Protection (and a deputy);
- Staff undertake appropriate child protection training, including at least annual updates via Learning and Performance;
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- Where services or activities are provided on The Hayfield School's premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with The Hayfield School on these matters where appropriate;
- Ensure the Child Safeguarding Policy is updated and reviewed annually
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged;
- Filtering and monitoring systems must be reviewed at least once every academic year. These reviews must be carried out by the senior leader responsible for filtering and monitoring, with support from the DSL and IT support. Records of these reviews must be kept

The Trustees Board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Headteacher to account for its implementation.
- The Chair of Trustees will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.
- All trustees will read Part 1 Keeping Children Safe in Education in its entirety

The Hayfield School Headteacher will ensure that:

- The policies and procedures adopted by the The Hayfield School are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated Safeguarding lead and other staff to discharge their responsibilities;
- Appropriate levels of qualified staff are maintained within the The Hayfield School to ensure adequate levels of safeguarding practitioners at all times; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regards to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistleblowing Policy.

The Designated Lead with Responsibility for Child Protection will:

Be given the time, funding, training, resources and support to carry out the role effectively.

Referrals

- Refer cases of suspected or alleged abuse to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the educational establishment;
- Liaise with the headteacher to inform her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how the child protection cases operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the The Hayfield School's Child Safeguarding Policy;
- Ensure that all staff have induction training;
- Circulate relevant information and guidance to staff on a regular basis;
- Keep detailed and accurate secure written records and/or concerns;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at The Hayfield School.
- Can recognise the additional risks that children with SEN, health conditions and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure parents/carers are made aware of the Child Safeguarding Policy which alerts them to the fact that referrals may be made and the role of The Hayfield School in this to avoid conflict later;
- Ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child;
- Help promote education outcomes, sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff;
- Where a child leaves The Hayfield School, ensure the Child Safeguarding file is copied for the new establishment ASAP and is transferred to the new school separately from the main student file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Headteacher Education Welfare Officer at the Local Authority.

- The DSL will ensure robust cover arrangements are in place for when they are unavailable
- When transferring child protection files to a new school, the DSL will include a summary setting out the current safeguarding concerns, relevant context, and any ongoing support needs.
- Where information indicates a risk to others (for example where a student has previously carried, threatened with or used a knife or weapon), the receiving school is responsible for assessing the risk and putting in place a support plan for when the child arrives.

All staff and volunteers will:

- Fully comply with The Hayfield School's policies and procedures;
- Attend appropriate training;
- Inform the Designated Safeguarding Lead of any concerns;
- Understand the process for making referrals to children's social care and for statutory assessment under the Children Act;
- Record any potential safeguarding incidents appropriately.

4. IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults at The Hayfield School are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or The Hayfield School staff being alerted to concerns.

Safeguarding children is defined as:

- The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental or physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes
  (Working Together to Safeguard Children 2018, page 6).

Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- Students' health and safety.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.

- Providing first aid.
- Educational visits.
- Intimate care.
- Internet or e-safety.
- Appropriate arrangements to ensure school security, taking into account the local context.

Safeguarding can involve a range of potential issues such as:

- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice based bullying.
- Child on child abuse.
- Racist homophobic or transphobic abuse.
- Extremist behaviour i.e. radicalisation.
- Child sexual exploitation.
- Child criminal exploitation
- Making or sharing of nudes or semi-nudes.
- Substance misuse.
- Upskirting (typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm).
- Issues which may be specific to a local area or population, for example gang activity and serious youth violence. Staff will need to recognise possible signs of a child being at risk of or involved in youth violence, such as lack of guilt and empathy, physical violence/aggression, positive attitude towards delinquency, previous criminal activity, unexplained money or new expensive possessions, unexplained physical injuries and regular truancy.
- Particular issues affecting children including domestic violence, female genital mutilations, honour based abuse, breast ironing and forced marriage.

4.1 Definitions

As in the Children's Acts 1989 and 2004, a child is defined as anyone who has not yet reached his/her 18th birthday. Staff should recognise that children might experience prejudice-based harm, including racism, faith-based prejudice, misogyny, misandry, and other forms of discrimination. Such experiences can impact children's wellbeing and their willingness to seek help.

Harm means ill treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; development means physical, intellectual, emotional, social or behavioural development; health includes physical and mental health; ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm also includes modern slavery and financial exploitation. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment.
- Ensure regular attendance to school (please refer to our attendance policy).

It may also include neglect of or unresponsiveness to a child's basic emotional needs.

Whilst the above are the legal definitions, staff must also be aware of other forms of harm including forced marriage, radicalisation, honour based abuse and female genital mutilation.

The school distinguishes between 'universal services and community-based early help' and the 'targeted early help level of Family Help **Early Help' means** providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment. Staff should be particularly alert to the potential need for early help for a child who or whose:

- is disabled and has specific additional needs;

- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.
- has existing health conditions/needs
- parents/carers has expressed an intention to remove them from school to be home educated
- Are unexplainable and/or persistent absences from education
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language
- Whose parent/carer has expressed an intention to remove them from school to be home educated
- Has had multiple suspensions and are at risk of being permanently excluded

A Child in Need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under Section 17 of the Children Act 1989.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Examples of mental health problems that may develop into safeguarding concerns include self-harm, suicidal ideation and risk of suicide. Potential warning signs that staff are well placed to recognise include:

- Significant changes in behaviour
- Difficulty sleeping
- Physical signs of self-harm

Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. 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, 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.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and speaking to the designated

safeguarding lead. A course of action will be agreed upon. This may involve referrals to external agencies such as CAMHS, With Me In Mind or Silvercloud. If staff feel that a child is in immediate danger, they should call 999 or take the child to A & E.

5. TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT THE HAYFIELD SCHOOL AND AT HOME

It is not the responsibility of The Hayfield School staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of students will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or another senior member of staff in the absence of the designated safeguarding lead) prior to any discussion with parents/carers.

5.1 Staff will Immediately Report

- Any suspicion that a child is injured, marked or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, writing or acts).
- Any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse of neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse from any person.
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).
- Staff should be aware that children with SEND or health conditions may face additional safeguarding challenges and should ensure that any potential barriers to them reporting concerns are removed.
- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police and to the designated safeguarding lead;
- Any children who they believe may benefit from early help, this includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- Any concerns that a child is at risk of, or involved in, serious violent crime.
- Concerns will be recorded on CPOMS. If the system is unavailable for any reason, Appendix A should be used.

5.2 Responding to Disclosure

Disclosures or information may be received from students, parents/carers or other members of the public. The Hayfield School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated safeguarding lead and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Try to ensure that the person disclosing does not have to speak to another member of The Hayfield School's staff.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'can you tell me what happened?' rather than 'did X hit you?'
- Try not to show signs of shock, horror or surprise.
- Not express feelings or judgements regarding any person alleged to have harmed the child.
- Explain sensitively to the child that they have a responsibility to refer the information to the designated safeguarding lead.
- Reassure and support the child as far as possible.
- Explain that only those who 'need to know' will be told.
- Explain what will happen next and that the child will be involved as appropriate.

5.3 Action by the Designated Safeguarding Lead (or other senior person in their absence)

Following any information raising concern, the designated safeguarding lead will consider:

- Any urgent medical needs of the child.
- Making an enquiry to the Central Database (formerly the Child Protection Register)
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g. Police, Children's Social Care etc.
- The child's wishes.
- Any suspicion of female genital mutilation of a girl under 18 years of age will be reported to the Police and Children's Social Care.

Then decide:

- Wherever possible, to talk to parents/carers, unless to do so may place a child at risk of significant harm, impede any Police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to Children's Social Care or the Police because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage.
- If further monitoring is necessary.
- If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate and then ensure the case is kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving or is getting worse.
- If it would be appropriate to undertake a Common Assessment and/or make a referral for other services.

Referrals should ideally be made by a designated safeguarding lead, however in their absence, anyone can make a referral, and their absence must not delay the appropriate action being taken. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.4 Action following a child protection referral

The designated safeguarding lead or other appropriate member of staff will:

- Make regular contact with Children's Social Services.
- Contribute to the Strategy Discussion and Initial Assessment.
- Provide a report for, attend and contribute to any subsequent Child Protection Conference.
- If the child or children have a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences.
- Share all reports with parents prior to the meetings.
- Where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a child Protection Conference, discuss this with the Education Safeguarding Manager.
- Where a child is having a Child Protection Plan moves from School or goes missing, immediately inform the key worker in Social Services.

5.5 Recording and Monitoring

The Hayfield School will record:

- Information about the child: name, address, date of birth, those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from The Hayfield School, any court orders, if a child has been subject to a Child Protection Plan.
- Key contacts in other agencies including GP details.
- Any disclosures/accounts from child or others, including parents/carers (and keep original notes).
- All concerns, discussions, decisions, actions taken (dated, timed and signed) and arrangements for monitoring/reviewing.

All records should be objective and include:

- Statements, facts and observable things (what was seen/heard).
- Diagram indicating position, size, colour of any injuries (photographs if appropriate).
- Words a child uses (not translated into 'proper' words).
- Non-verbal behaviours.

All child protection records will be kept securely using CPOMS. Only designated staff will have full access to such records.

The Hayfield School will retain all original copies of child protection files until the child's 25th birthday. Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

The Hayfield School will monitor:

- Injuries/marks
- Attendance
- Changes e.g. mood/academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements and comments
- Medicals
- Stories, 'news', drawings
- Response to PE/sport
- Family circumstances
- Parental behaviours/care of child

5.6 Supporting the Child and Partnership with Parents/Carers

- The Hayfield School recognises that the child's welfare is paramount, however, good child protection practice and outcomes rely on a positive, open and honest working partnership with parents/carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide secure, caring, supportive and protective relationships for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. The designated safeguarding lead will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the child.

5.7 Allegations regarding Person(s) working in or on behalf of the The Hayfield School (including volunteers)

Where an allegation is made against any person working in or on behalf of The Hayfield School, including supply staff, trainee teachers, contractors and volunteers, that he or she has:

- Behaved in a way that has harmed a child a may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Has behaved, or may have behaved, towards a child or children in a way that indicated s/he is unsuitable to work with children; or
- Has behaved, or may have behaved, in a way that indicates they may not be suitable to work with children. This may include an incident outside of school which did not involve children but could have an impact on their suitability to work with children e.g. an incident of domestic abuse.

The Hayfield School will follow the Safeguarding Partnership's Procedure for Dealing with Allegations against a Person who works with Children.

Detailed records will be made to include decisions, action taken and the reasons for these. All records will be retained securely as mentioned above.

Whilst we acknowledge that such allegations (as all others) may be false, malicious or misplaced, we also acknowledge that they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received the allegation or witnesses an event will immediately inform the Headteacher (or The Chair of Trustees if the allegation is against the Headteacher) and make a record.
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children.
- The Headteacher may need to clarify any information regarding the allegation, however, no person will be interviewed at this stage.
- The Headteacher will consult with the Local Authority Designated Officer (LADO) in order to determine if it is appropriate for the allegation to be dealt with by The Hayfield School or if there needs to be a referral to Social services and/or Police for investigation.
- Consideration will be given throughout to the support and information needs of students, parents and staff.
- The Headteacher will inform the HR Manager of any allegation.

Where a staff member feels unable to raise an issue with their Headteacher, designated safeguarding lead or other senior colleague, or feels that their genuine concerns are not being addressed, they should refer to The Hayfield School's Whistle Blowing Policy.

Required further investigations, including suspensions, and any relevant referrals will be managed within The Hayfield School's Staff Disciplinary Procedure.

Sharing low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Staff Disciplinary Procedure.

Supply Staff

Whilst the school is not the employer of supply staff we must ensure that allegations are dealt with properly. Therefore, the school will take the lead in any investigation because agencies do not have direct access to children or school staff, so they will not be able to collect the facts or liaise with the LADO.

Trainee Teachers and Third-Party Staff

The school shares safeguarding duties regarding trainee teachers and will ensure appropriate checks, supervision and induction are in place. Where an allegation is made against a trainee teacher or contractor, the school will take the lead in the investigation while liaising appropriately with their employer or training provider.

5.8 Children Potentially at Greater Risk of Harm

5.8.1 Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse or neglect. The Hayfield School ensures that appropriate staff have information about a child's

looked after status and care arrangements including contact. The designated teacher for Looked After Children and Designated Safeguarding leads have details of the child's social worker, as well as the name and contact details of the local authority's virtual head for children in care. They will work with the virtual head to discuss how funding can be best used to support the progress of LAC and meet the needs in their PEP (Personal Education Plan).

Promoting the education of looked-after and previously looked-after children - GOV.UK
Designated teacher for looked-after and previously looked-after children - GOV.UK

5.8.2 Children who Need a Social Worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities will share the fact a child has a social worker, and the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine. Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

5.8.3 Children Requiring Mental Health Support

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their students. 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.

The Hayfield School has a mental health strategy in place to identify and work with children who may require mental health support. This includes staff training, curriculum development and both student and staff mental health ambassadors.

5.8.4 Care leavers

Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. Designated safeguarding leads will have details of the local authority Personal Advisor appointed to guide and support the care leaver, and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

5.8.5 Children with special educational needs and health disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

The school will follow updated DfE guidance on supporting students at school with medical needs, and allergy safety (Benedict's Law)

5.8.6 Students who are questioning their gender

The Hayfield School will not initiate any action regarding social transition. We will only respond if a child or their parent/carer specifically requests support relating to social transition.

We will take a 'very careful approach' when responding to such requests. For primary-aged pupils, we exercise 'particular caution' and support for full social transition should be agreed 'very rarely'.

Staff must not adopt any changes relating to social transition unless a decision has been made by the school and the child's parents/carers have been involved. The only exception is in exceptionally rare cases where involving parents/carers would pose a greater risk to the child than not involving them.

When responding to a request for support with social transition, the school will:

- Document our decision-making process and keep records
- Comply with our distinct but interacting obligations under safeguarding legislation and equality and human rights law
- Consider whether students would be best supported by a policy on social transition
- Ensure any assessment of discrimination is informed by our evaluation of the welfare and best interests of the child and other children

The school must record a child's biological sex accurately wherever it is recorded.

We recognise potential vulnerabilities of children questioning their gender, including complex mental health and psychosocial needs relating to relationships with family and peers. We will be appropriately professionally curious and actively involve parents/carers unless doing so would constitute a greater risk to the child.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where students can speak out or share their concerns with members of staff.

5.8.7 Young Carers

The school will be alert to young carers' needs and recognise that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing.

Early identification is essential to ensure young carers receive appropriate support.

5.9 Children staying with Host Families

The Hayfield School may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances this may amount to Private Fostering and The Hayfield School follows the guidance in Keeping Children Safe in Education to ensure that hosting arrangements are as safe as possible.

Some overseas students may reside with host families in the UK. These parents, and all in the home over 18 years of age, will be subject to a no cost enhanced DBS with a barred list check.

5.10 Child on Child Abuse

The school recognises that child-on-child abuse can also include child-to-parent or caregiver abuse. Child on child abuse can take many forms inside and outside of school, such as:

- bullying (including cyberbullying);
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- making or sharing of nudes or semi-nudes (also known as youth produced sexual imagery) This includes images digitally altered or wholly generated by artificial intelligence (e.g. deepfakes). All such incidents mandate a safeguarding response.
- initiation/hazing type violence and rituals.
- Abuse in intimate personal relationships between children

Whilst we recognise of the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), all child on child abuse or harm will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, behaviour, and not dismissed as 'banter' or 'part of growing up'. These issues will be part of

PSHE lessons and discussions. Victims will be supported through The Hayfield School's pastoral system.

5.11 Child on Child Sexual Violence and Harassment

Sexual violence and sexual harassment establishes a clear, progressive continuum from harmful sexual behaviour (HSB) to sexual violence.

Harmful Sexual Behaviour (HSB) exists on a continuum and may escalate into sexual harassment or sexual violence. The school recognises the importance of:

- Understanding the continuum of sexual behaviours
- Age-appropriate responses
- Early intervention

Staff will make use of NSPCC resources on typical stages of sexual development to inform their understanding.

The school has expanded its understanding of consent definitions and will ensure these are integrated into our RSHE curriculum.

We will;

- never tolerate or normalise this behaviour and are very clear is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- understand that all of the above can be driven by wider societal factors beyond The Hayfield School, such as everyday sexist stereotypes and everyday sexist language. This is why a whole School approach is important;
- Deal with any reports or disclosures in line with this policy and refer to the DSL (or safeguarding officer). All reports will be taken seriously, students will be supported and kept safe. At no point will the individual be given the impression that they are creating a problem by reporting such or that they should feel ashamed for making a report.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than other students. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication and cognitive barriers and difficulties overcoming these barriers.
- Therefore any reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Lead (or deputy) and the SENCO.

Children who are lesbian, gay, bi, or gender questioning (LGBTQ) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ.

Keeping Children Safe in Education 2026

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between students, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate students about appropriate behaviour and consent
- Ensure students are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
- Children can show signs or act in ways they hope adults will notice and react to, A friend may make a report, A member of staff may overhear a conversation, A child's behaviour might indicate that something is wrong.
- That a student harming another student could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

Reporting systems for our students

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for students to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for students
- Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback

5.12 Physical Intervention and Use of Reasonable Force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Safeguarding and welfare concerns will be taken into account when restraint is used on SEND students.

5.13 Alternative Provision

We will obtain written confirmation from any alternative provision that all relevant checks have been carried out as we would with our own staff. We will share any risk assessments and safeguarding issues where relevant and will liaise with provision and our students. We will ensure they have effective safeguarding in place and keep the DSL appropriately informed.

5.14 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.) The Hayfield School will notify the Local Authority if it becomes aware of such arrangements to allow the Local Authority to check if the arrangement is suitable and safe for the child.

5.15 Domestic Abuse

The definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Older children may also

experience domestic abuse and or violence in their own personal relationships. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The Hayfield School will work with the Police through Operation Encompass to provide emotional and practical help to children. Through this scheme the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day if they have been called to an incident of domestic violence. This ensures that The Hayfield School has up to date relevant information about the child's circumstances and support can be given to the child.

The Hayfield School will also work with DANS - the Doncaster Domestic Abuse agency to provide up to date training/support for staff to ensure that the school is able to support both local and national initiatives pertaining to domestic abuse.

5.16 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

5.17 Serious Violence includes physical assault, and carrying, threatening with or using weapons

Staff must report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the DSL or deputy. The DSL or deputy will assess the risk and consider appropriate action.

Risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, or time in alternative provision) or a history of offending. Staff should stay alert to when children might be at highest risk around the school day (e.g. straight after school).

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a student being involved in, or at risk of, serious violence, they will report this to the DSL. The school will provide early, evidence-based support for those considered at risk (e.g. targeted mentoring or therapeutic support).

5.18 Fabricated Induced Illness

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their main carer and which is attributed by the adult to another cause

Concerns will be raised when it is considered that the health or development of a child is likely to be significantly impaired or further impaired by the actions of a carer or carers having fabricated or induced illness. The focus is on the outcomes or impact on the child's health and development and not initially on attempts to diagnose the parent or carer.

The range of symptoms and body systems involved in the spectrum of fabricated or induced illness are extremely wide.

Investigation of Fabricated and Induced Illness and assessment of significant harm to a child falls under statutory framework provided by Working Together to Safeguard Children and Safeguarding Children in whom illness is fabricated or induced (Supplementary guidance to Working Together to Safeguard Children) The DfE have provided additional guidance for schools.

DSLs will liaise with professionals and follow DSCP agreed procedures.

5.19 Third Party Intelligence

Any intelligence around actual or suspected criminal activity including child exploitation, concerning associations and notable changes can and should be shared with the police via Third Party Intelligence. This can often add a richer picture for the police and statutory partners, if sharing is appropriate in the circumstances. These particular pieces of information are often equally as important when assessing CE, CSE and other exploitative crimes which involve children. Information should be shared with South Yorkshire Police using the Third Party Intelligence online portal (link below). The source of the information is always protected and not disclosed, even to other police officers.

Appendix A

Student Support Services Record of Concern (Confidential)

All safeguarding concerns to be recorded and reported as soon as possible to the RSL office unless immediate action is required.

Concern raised by: **Date:**
Time:
Name/ Names of students: **Tutor Group(s):**

Context of the disclosure (lesson, friend, staff observation) **What are you worried about? / What has the young person told you? Who, When, Where Why, How, TED**

For SSS use only:

What needs to happen next / Action?	Responsible	Timescale

All forms to completed within 1 hour of the concern raised and handed to Student Support Safeguarding Officers

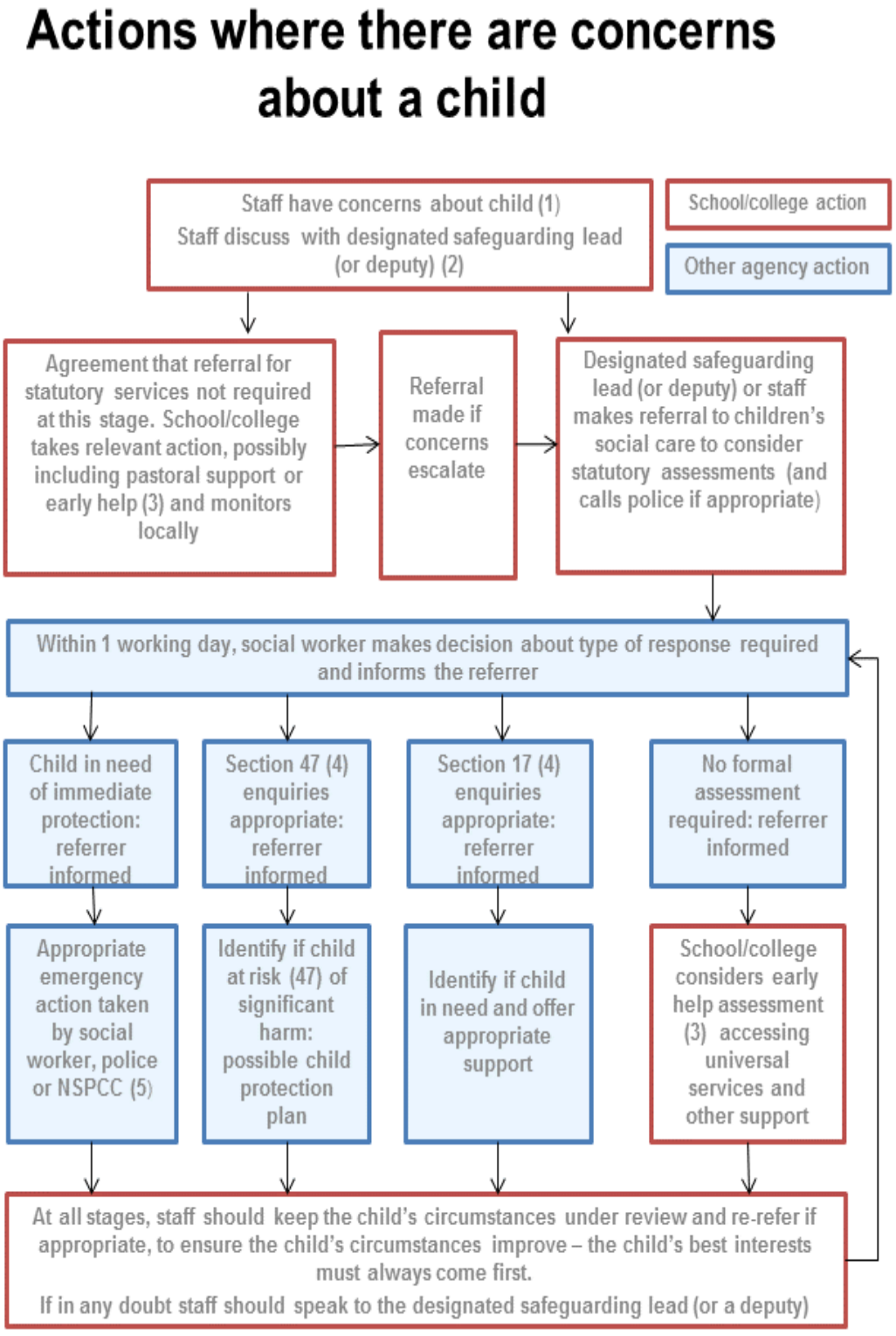
☐ Entered on SIMS
CC:

☐ Entered on CPOMS

Signed:

Date:

Appendix B - Making a Referral Flowchart



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.
3. Chapter 1 of Working together to safeguard children provides detailed guidance on the family help process.
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 and section 47 assessment. Chapter 1 of Working together to safeguard children provides detailed guidance on statutory assessments.
5. This could include applying for an Emergency Protection Order (EPO).

Appendix C

ALLEGATIONS AGAINST SCHOOL STAFF, INCLUDING SUPPLY STAFF AND VOLUNTEERS

GUIDANCE FLOWCHART

If you become aware that a member of staff may have:

- behaved in a way that may have harmed a child or
- possibly committed a criminal offence against a child or
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

↙ ↓ ↘

The child and/or alleged abuser SHOULD NOT be questioned but a record made of what has been reported

↓

Report immediately to the Headteacher (or the Chair of Trustees if allegation concerns the Headteacher) (or in their absence, the Designated Safeguarding Lead) who, unless there is evidence to prove the allegation is incorrect, will:

↓ ↓

Report to your LADO
(Local Authority Designated Officer for Allegations)

↓ ↓

Take advice from Human Resources

If the DfE procedures are NOT to be followed, the LADO will agree with you an appropriate response (e.g. the school to undertake enquiries)	If the DfE procedures ARE to be followed, a Strategy meeting will normally be held by phone or in person. Normally the Headteacher, the LADO, HR and often Police are invited. Information is shared, risks to children considered and appropriate action agreed e.g. S47 Children Act enquiries, school enquiries, disciplinary measures or (unusually) criminal proceedings. A record of the meeting will be made, and further meetings held every 4 weeks until a conclusion is agreed.

Your LADO will:

1. Consider the relevant facts and concerns re the adult and child/ren, including any previous history.
2. Decide on the next course of action –usually straight away, sometimes after consultation with others such as HR.

This document is intended for use as a guide. Please refer to: 'Keeping Children Safe in Education' DfE 2018

Appendix D

Adult Access to Students

1.1 The word ADULT applies to anyone who is NOT a teacher, or whose employment by The Hayfield School gives them specific approval to have direct contact with children. It also includes ex students who have recently left The Hayfield School.

1.2 If any adult reports to the school Reception asking to see a student, the request must be referred directly to the Headteacher.

1.3 The Headteacher or Member of the Senior Leadership Team will decide on what action to take, bearing in mind the following: No adult (including the Police, but see also later) is allowed to have access to a child without the specific approval of the parents/carers.

1.4 No adult is allowed to have access to a child without the continuous presence of an appropriate employee or the child's parents/carers.

1.5 No adult will be given access to a child, even with parents'/carers' approval, if the business is not directly related to the child's education or to events which have taken place on The Hayfield School site. Priority should be given to the continuation of student education with minimum disturbance.

1.6 If the Police request to see a student, this request will not normally be granted if the investigation relates to matters when the child was in the care of their parents/carers.

1.7 If Police wish to interview a child about events which have taken place on The Hayfield School site, during or outside the school day, the Police may well be arriving at our invitation, and we would in any case wish to help the Police enquiries.

1.8 The only exception of item (5.5) would be if the Police were able to convince us that they were investigating serious criminal activity where speed was an essential part of their enquiries. In this case, if parents/carers could not be contacted, the Headteacher would normally accept responsibility "in loco parentis" and inform the parents/carers afterwards.

1.9 Serious criminal activity would include certain types of child abuse. In these cases it would be a matter of professional judgement and liaison with the appropriate agencies as to how and when parents/carers would be informed.

1.10 These policy arrangements may occasionally mean that visitors asking to see a student may be required to wait for some considerable period of time. A genuine visitor will appreciate the rigour with which we protect the security of our students.

Appendix E

Prevent Duty and Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of a schools' safeguarding responsibility.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There are now duties imposed on schools and other agencies in relation to the Prevent duty guidance: for England and Wales (accessible) - GOV.UK . The prevent duty is now incorporated into our existing policies.

Further advice in relation to this is within Keeping Children Safe In Education in relation to:

- Risk assessment (page 5)
- Working in partnership (page 7)
- Staff training (page 7)
- IT policies (page 8)
- Building children's resilience to radicalisation (page 8)

Where we are concerned about individual children we will follow the referral pathway defined.

The essence of our policy, however, is that we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to ISIL, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation.

At The Hayfield School we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our Relationships Education (primary) and Relationships and Sex Education (secondary)

curriculum, SEND policy, assembly and tutor group programme, our SMSC and anti-bullying work and our ICT Acceptable Use Policy.

Appendix F

Child Criminal and/or Sexual Exploitation (CSE) Policy

We recognise that child criminal and/or sexual exploitation is a high profile issue both nationally and locally.

The Hayfield School recognises that the child criminal and/or sexual exploitation can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists it can also cause harm to communities and schools.

Child Criminal Exploitation

Child Criminal Exploitation (CCE) CCE is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

(a) in exchange for something the victim needs or wants, and/or
(b) for the financial or other advantage of the perpetrator or facilitator and/or
(c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation

Child sexual exploitation can happen in a number of ways to both boys and girls, for example it can happen in the virtual world through various social media and this can still cause significant harm. It can happen though inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied. We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited.

Some of the following signs may be indicators of CSE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

As a school we recognise that prevention is the best position with regard to CCE/CSE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CCE/CSE is, to understand the risks of CCE/CSE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe.

If prevention is not possible we aim to identify children who are at risk of, or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.

Much of this work will be through our programmes of personal, social and health education (PSHE) or through our Relationships and Sex Education (RSE) work.

An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others.

We want to have a culture where the welfare of children is actively promoted and staff and students are vigilant. As part of this children will feel listened to and safe.

Social Media

The use of media and technology is now a common feature of the social activity of most young people. Smart-phones, laptops and tablets can all be used to exchange information verbally, by text, e-mail and most commonly through mechanisms such as messengers, Facebook, Instagram, WhatsApp etc. The use of electronic media presents considerable opportunities to abusers and provides powerful tools with which to groom and control victims. Grooming is defined as developing the trust of a young person or his or her family in order to engage in illegal sexual conduct. It may include:

- Causing a child to watch a sexual act, e.g. sending sexually themed adult content or images and videos featuring child sexual abuse to a young person. This could be via text messaging
- Inciting a child to perform a sexual act, e.g. by threatening to show sexual images of a child to their peers or parents/carers (e.g. self-produced material or even a pseudo-image of the child);
- Suspicious online contact with a child, e.g. asking a young user sexual questions;

- Asking a child to meet in person; befriending a child and gaining their trust, etc.
- It is also known that abusers and exploiters will sometimes pose as teenagers to obtain sexually explicit images via webcams or making arrangements to meet the victim. Often these individuals live some considerable distance from the victim and initially make contact through legitimate sites used by young people.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more areas within the UK, using dedicated mobile phone lines or other forms of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism will be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral will be undertaken by the DSL/DDSL alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Appendix G

So-called 'Honour' Based Abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts you should speak to the designated safeguarding lead.

If staff have a concern regarding a child that might be at risk of HBV they should follow the normal reporting procedures protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Where FGM has taken place there is now a mandatory reporting duty placed on **teachers**.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still discuss any such case with The Hayfield School's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Since February 2023 it is also a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or coercion are not used. This applies to non-binding, unofficial 'marriages', as well as legal marriages

Breast-ironing

Breast Ironing is practised in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware.The Crown Prosecution Service (CPS) has updated the So-Called Honour-Based Abuse and Forced Marriage guidance to recognise breast-ironing as child abuse. CPS legal guidance makes clear to police and prosecutors that breast-ironing is a crime even if it is said that the victim has consented.

Further information is available in the following documents: Multi-Agency Statutory Guidance on Female Genital Mutilation and Multi-Agency Statutory Guidance: Handling cases of forced marriage.

Appendix H

Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse, exploitation or neglect. Staff should follow the normal The Hayfield School procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

The law requires all schools to have an admission register and an attendance register. All students must be placed on both registers.

The The Hayfield School's attendance manager must inform their local authority of any student who is going to be removed from the admission register where the student:

- has been taken out of The Hayfield School by their parents and the The Hayfield School has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend the The Hayfield School and no longer lives within reasonable distance of the The Hayfield School;
- has been certified by the a medical official as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the The Hayfield School after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when The Hayfield School is removing a student from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the student's name from the register. It is essential that our academies comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, exploitation or neglect.
The Hayfield School must also inform the local authority of any student who fails to attend school regularly, or has been absent without the The Hayfield School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between The Hayfield School and the local authority.

Appendix I

Making or sharing of nudes or semi-nudes

Definition of 'Making or Sharing of Nudes and Semi-Nudes

Making or sharing of nudes and semi-nudes refers to images, videos or pseudo-images (including those generated or altered using artificial intelligence) that are:

- by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know. This includes images that have been digitally altered or wholly generated using artificial intelligence (e.g. deepfakes).

All incidents of making or sharing of nudes and semi-nudes mandate a safeguarding response, regardless of whether the images were consensually created or shared.

There are many different types of making and sharing nudes or semi-nudes and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. It is important to apply a consistent approach when dealing with an incident to help protect yourself, the school and the child. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All staff should be familiar with this policy.

Dealing with Incidents of making or sharing of nudes or semi-nudes

STEP 1: Disclosure by a child

The disclosures related to the making and sharing of nudes and semi-nudes should follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need support during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it?
- Is it potentially illegal or is it inappropriate?
- Are the Safeguarding Policy and practices being followed? For example, is the Designated Safeguarding Lead (DSL) on hand and is their advice and support available?
- How widely has the image been shared and is the device in their possession?
- Is it a The Hayfield School device or a personal device?
- Does the child need immediate support and/or protection?
- Are there other children and/or young people involved?
- Do they know where the image has ended up?

The situation will need to be handled very sensitively to ensure the school Safeguarding and On-line Safety policies and practices are adhered to.

STEP 2: Searching a device

In a School-based context, it is highly likely that the image will have been created and potentially shared through mobile devices. It may be that the image is not on one single device: it may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

The revised Education Act 2011 brought to bear significant new powers and freedoms for teachers and schools. Essentially, the Act gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography.

- When searching a mobile device, the following conditions should apply:
- The action is in accordance with the The Hayfield School's Safeguarding and On-line Safety policies
- The search is conducted by the Headteacher or a person authorised by them
- The DSL or a deputy is present
- The search is conducted by a member of the same sex
- If any illegal images of a child are found, you should consider whether to inform the police. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police. If an "experimental" incident is not referred to the police, the reasons for this should be recorded in writing. Always put the child first.
- Do not search the device if this will cause additional stress to the child/person whose image has been distributed.

Never:

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the child UNLESS there is clear evidence to suggest that there is an immediate problem.
- Print out any material for evidence.
- Move any material from one storage device to another.
- View the image unless there is a clear reason to do so (see above) Send, share, copy or save the image anywhere.
- Allow children to do any of the above.

Always:

- Inform the Designated Safeguarding Lead
- Record the incident
- Act in accordance with the Safeguarding Policy and procedures

- Inform relevant colleagues/senior management team about the alleged incident before searching a device
- Confiscate and secure the device

If there is an indecent image of a child on a website or a social networking site, then you should report the image to the site hosting it.

Appendix J

Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The Hayfield School has in place an E Safety Policy that allows us to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident 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 material; for example pornography, fake news, racist or radical and extremist views; and AI-generated harmful content including deepfakes

contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and

conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

The Hayfield School's online safety measures include:

- appropriate filters in place;
- monitoring online usage in school
- mobile phones cannot be used in school
- staff training

To address the risks identified above we will also educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology;
- Understanding online harms including sharing images, deepfakes, pornography and misogynistic influencers;
- Keeping personal information private;
- How to recognise unacceptable behaviour online;
- Understanding the risks of generative AI and how to use it safely;
- How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim

We will also educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety

Where children are asked to learn online at home the The Hayfield School follow the Department for Education's advice including:

Safeguarding and remote education - GOV.UK

Safeguarding Protocols for Online Teaching

1. Always follow the protocols within the Acceptable Use Policy.
2. Only communicate with students using school channels (eg. Google Meet/Classroom).
3. Keep communication with students restricted to normal working hours.
4. If any contact or work causes safeguarding concerns, you should report these into the DSL.
5. Do not arrange to meet/tutor individuals or small groups of students.
6. Ensure you have a clear background with no unwanted imagery.
7. All participants must be aware when lessons are recorded.
8. You should not use Facetime, Skype, or similar to provide support for students.
9. Ensure you will not be interrupted by other family members. Language must be professional and appropriate, including any other adults or children in the vicinity.
10. Ensure the camera angle is straight ahead, stable and focused on head and shoulders.
11. Wear suitable clothing - remember you are visible at all times.
12. Address students by their name and always sign off all communication with your professional title (i.e. Ms Smith).

Appendix K

Dangerous Dogs

We are aware of the Dangerous Dogs Practice Guidance and the definition of dangerous dogs as follows:

The Dangerous Dogs Act (1991) prohibits persons from having in their possession or custody dogs belonging to types bred for fighting, enables restrictions to be imposed in relation to other types of dogs which present a serious danger to the public and makes further provision for ensuring that dogs are kept under proper control.

More information can be found here - Dangerous Dogs Law - Guidance for Enforcers

We will also collect the following information:

- The dog's name and breed.
- The owner's details.
- The reason for keeping the dog and information about other family members, particularly young children.

This information will then be shared with the Police and/or the Children's Social Care without delay.

Where there is a report of a child/young person having been injured by a dog (or exposed to the risk of injury/significant harm either directly due to the dog's behaviour or indirectly due to the dog's impact on hygiene in the home) a referral to Children's Social Care will be considered. In deciding whether to make a referral, consideration will be given to:

- The nature of the injuries.
- The circumstances of the attack/incident.
- Whether the parents or dog owner sought medical advice.
- Whether the dog has previously shown any aggression; and
- What action the pet owner has taken to prevent a recurrence of any attack.

If staff have reason to believe that a dog in the household is prohibited or presents a risk to a child/young person, the Police and/or Children's Social Care will be contacted immediately.