L.E.A.D. Academy Trust
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WINDMILL ACADEMY SAFEGUARDING AND CHILD PROTECTION POLICY

Policy/Procedure management log

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Introduction

L.E.A.D. Academy Trust fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. The Trust endeavours to provide a safe and welcoming environment in all its academies, where children are respected and valued.

Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children. In line with this requirement, L.E.A.D. Academy Trust has systems in place which are designed to:

- Prevent unsuitable people working, or coming into contact, with children within its academies.
- Promote safe practice and challenge poor or unsafe practice.
- Identify children who are suffering or likely to suffer significant harm and take appropriate action at the earliest opportunity, with the aim of making sure they are kept safe both at home and at school.
- Identify children who may be susceptible to messages of violence and radicalisation and take appropriate action to ensure early intervention to challenge extreme ideologies.
- Contribute to effective partnership working between all those involved with providing services for children.

There are three main elements to the Safeguarding and Child Protection policy:

- Prevention – a commitment to early help, identification of unmet needs and vulnerabilities, and partnerships with agencies to promote the welfare of children and keep children safe.
- Protection - all staff and volunteers are trained to recognise and respond to abuse, neglect and exploitation and are expected to be vigilant and act quickly when they suspect a child is suffering, or is likely to suffer, harm (in line with local safeguarding partnership procedures).
- Support – recognition of the sensitivity and complex nature of safeguarding and child protection, ensuring that children, staff, and families are supported appropriately.

Aims

- To ensure that all practices of each academy and its stakeholders contribute towards the safeguarding and promoting of the welfare of all young people – child's welfare is of paramount importance.
- To emphasise how safeguarding and promoting the welfare of all young people is the primary responsibility of all staff, governors, and volunteers.
- To detail the procedures to follow to ensure the safe recruitment of staff, governors, and volunteers to an academy.
- To outline the safe working practices that all staff, governors, and volunteers should undertake when working with young people.
- To communicate clear procedures for identifying, reporting, and recording suspected cases of abuse, extremism, and radicalisation.
- To support the mission, vision and values of the Trust and its member academies.

Who is responsible for the policy?

- The Trust has overall responsibility for the development and effective operation of this policy. The Trust has delegated day-to-day responsibility for operating the policy to each individual Trust academy, the academy governing body (AGB) and the Headteacher.
- The AGB and senior leadership team at each Trust academy have specific responsibilities to ensure the fair application of this policy and all are responsible for supporting colleagues and ensuring its success.
- This policy must be implemented alongside the procedural guidance set out by the local authority in which the academy is located.

The Trust's commitment

- Everyone who comes into contact with children and their families has a role to play in safeguarding children. Academy staff are particularly important as they are in a position to identify concerns early and provide help for children, and to prevent concerns from escalating.
- The Trust is committed to providing safe, caring, and welcoming environments where every child is able to reach their full potential free from harm, abuse, exploitation and discrimination. All staff and volunteers are expected to discharge their safeguarding responsibilities effectively and recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of or suffering abuse, to thrive.
- All academies will be alert to the signs of abuse, neglect, exploitation and radicalisation and follow procedures to ensure that children receive effective support, protection, and justice.
- Academies will work with social care, the police, health services and other services (such as Channel co-ordinators/police practitioners where appropriate) to promote the welfare of children and protect them from harm.

This policy **should** be read alongside:

- statutory guidance Working Together to Safeguard Children, and
- departmental advice - What to do if you're worried a child is being abused: advice for practitioners

INTRODUCTION

Policy statement and principles

At Windmill L.E.A.D. Academy, we recognise the responsibility we have under Section 175 and 157 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Academy Governing Body approve the S175/157 return to Nottingham City Safeguarding Children's Partnership on a yearly basis. This policy also adheres to all statutory guidance by the Department for Education and local guidance by the Nottingham City Safeguarding Children Partnership.

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 in our academy make sure their approach is child centred. This means that we consider, at all times, what is in the best interests of the child.

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. Through our day-to-day contact with children and direct work with families, staff take notice of indicators of possible abuse or neglect and exploitation and refer them to Nottingham City Multi-Agency Safeguarding Hub (MASH). We recognise that we form part of the wider safeguarding system for children. This responsibility also means that we are aware of the behaviour of staff in the academy; we maintain an attitude of **'it could happen here'** where safeguarding is concerned.

In our academy we ensure that:

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity or marriage, are treated equally and have equal rights to protection.
- All staff act on concerns or disclosures that may suggest a child is at risk of harm.
- Children and staff involved in safeguarding issues receive appropriate support.
- Staff adhere to the Code of Conduct and understand what to do in the event of any allegations against any adult working in the setting.
- All staff are aware of Early Help and ensure that relevant assessments and referrals take place.
- All staff are aware that abuse, neglect and exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another.
- Adults understand that childrens poor behaviour may be a sign they are suffering harm or that they have been traumatised by abuse.

This policy is available on our website and printed copies of this document are available upon request. We inform parents and carers about this policy when their children join our academy and through our newsletters, noticeboards, workshops and parents evenings.

This Safeguarding and Child Protection Policy will be reviewed by the Designated Safeguarding Lead (DSL) or in their absence the Deputy DSL, (see table below for names) on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will be fully reviewed, as a minimum, once a year during the autumn term, and will be provided to the Academy Governing Body for approval and sign off at the first autumn term meeting.

Key Staff	
Full name of Academy Contact details	Windmill L.E.A.D Academy T. 0115 915 0195 E. admin@windmillacademy.co.uk
Designated safeguarding lead	Katy Aggus E: senco@windmillacademy.co.uk
Deputy designated safeguarding lead(s)	Ross Middleton Ruth Pickering Melanie Jago Holly Elliott Megan Ritchie Vicky O'Brien
Designated Prevent lead(s)	Katy Aggus
Designated teacher for looked after children	Katy Aggus E: senco@windmillacademy.co.uk

Designated Operation Encompass lead *(where applicable)*	Katy Aggus
Lead governor for safeguarding and child protection	Rosie Grant
Trust Central lead for safeguarding	Rebecca Hyder E: RebeccaHyder@leadacademytrust.co.uk

Key External Contacts	
Police	0115 967 0999
Local authority children's social care	Nottingham City MASH 0115 876 4800 E: CityMASH@nottinghamcity.gov.uk
Local authority designated officer (LADO)	T: 0115 876 4762 E: **LADO@nottinghamcity.gov.uk**
Safeguarding partner's website and any other details of local arrangements	https://www.nottinghamcity.gov.uk/ncscp

Channel/Prevent lead	Amy Goulden T: 07818458778 E: Prevent@nottinghamcity.gov.uk
Local children's centre	N/A

Child Protection and Safeguarding Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection, and justice at the earliest opportunity .

The procedures contained in this policy apply to all staff, supply staff, volunteers, and governors/members of L.E.A.D. Academy Trust, and are consistent with those of Nottingham City Safeguarding Children Partnership.

Safeguarding children means: 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:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

NB Definition: Children includes everyone under the age of 18.

Whole school approach to safeguarding:

- We understand the importance every member of our staff has through their contact with children, and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- As an academy we have a responsibility to provide a safe environment in which children can learn.
- We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.

- **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
- All staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.
- Our DSL will provide support to staff to carry out their safeguarding duties. The DSL will liaise closely with other services such as children's social care, police, early help, and health were required. This is because, as the designated safeguarding lead (and any deputies), they are most likely to have a complete safeguarding picture and be the most appropriate person(s) to advise on the response to safeguarding concerns.

Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Childrens health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Ensuring reasonable adjustments are provided as informed by the Equality Act for children and young people with disabilities.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off-site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure academy security, taking into account the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2025 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised abuse, also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites), prejudice-based bullying, and being aware of the ease of access to mobile phone networks.
- All aspects of online safety (including AI), including appropriate filtering and monitoring on academy devices and academy networks for home use.
- **Going frequently missing and when 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.**
- Domestic abuse including teenage relationship abuse.
- Racist, disability-based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptibility to being at risk of being drawn into terrorism.
- Child -exploitation, human trafficking, modern slavery, sexual or criminal exploitation.

- Being a young carer.
- Mental health needs which have an effect on academy attendance and progress.
- Special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP)).
- Being privately fostered.
- Returning home to their family from care.
- **A family member in prison or being affected by parental offending.**
- Child-on-Child Abuse (broadened by KCSiE 2023 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE Part Five).
- Harm outside the home - extra familial harm.
- The impact of new technologies, particularly AI and including 'sexting', 'sextortion' and accessing pornography.
- Issues which may be specific to a local area or population, showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- Possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Risk of or suffering from serious violence and violent crime.
- **Persistent absence from education, including persistent absence for part of the school day.**
- **Risk of suspension or permanent exclusion**
- Particular issues affecting children including domestic abuse and violence, female genital mutilation (FGM), and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

External and extra-familial harm

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside of our academy environment.

All our staff have received information and training regarding the risks that can take place outside a child's family. This is known as extra-familial harm and can take a variety of different forms. Children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Online risks

At Windmill L.E.A.D. Academy, we are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to

face. Children can also abuse their peers online. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images (including AI generated images), especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
We are also aware of the risks to children of misinformation, disinformation (including fake news) and conspiracy theories.

All our staff have an understanding of the expectations applicable to their roles and responsibilities in relation to filtering and monitoring of ICT systems and regular monitoring of our academy's equipment and networks.

Our academy's approach to online safety, including appropriate filtering and monitoring on academy devices and networks is reflected in this Policy, including awareness of the ease of access to mobile phone networks (see Keeping Children Safe in Education 2025 (KCSiE 2025) Paragraph 137-8).

Our DSL team have the lead responsibility for the academy's approach to online safety, including monitoring and filtering. This area is overseen and regularly reviewed by the Academy Governing Body and informed by L.E.A.D. IT. We will pay particular attention to the number of children in the academy and their age range to ensure that appropriate filters are implemented.

The Academy Governing Body will ensure they maintain oversight of the Online Safety Policy, and the arrangements put in place to ensure appropriate filtering and monitoring on academy devices and network.

The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty (see KCSiE 2025 paragraph138 to147).

This will include:

- identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
- having effective monitoring strategies in place that meet the academy's safeguarding need.
- reviewing and discussing the standards with the leadership team, IT staff and service providers to ensure the academy meets the Department for Education filtering and monitoring standards.

Our academy uses Senso to monitor and filter in order to limit exposure to safeguarding risks. DSL's and those with responsibility for safeguarding receive weekly automated reports, alongside daily monitoring. DSL's at Windmill L.E.A.D. Academy are fully trained and understand how Senso works to protect children. L.E.A.D. IT perform full annual audits, documenting the filtering systems, testing blocking and key word detection. These are aligned to the DfE filtering framework.

The Academy Governing Body and Trust will ensure a review is maintained at least annually to ensure the standards are met and will discuss with L.E.A.D. IT whether more needs to be done to support the academy in meeting and maintaining the required standards. This will be communicated to staff, children, parents, carers and visitors to the academy who provide teaching to children as part of the learning and educational opportunities we provide.

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and will promote the importance of safeguarding concerns for children, and in particular children's access to online sites when away from Windmill L.E.A.D. academy, with parents and carers.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers, outlining where they can get help and support.

Harassment and Abuse

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach (meaning appropriate and proportionate action will be taken) totaken) to harassment and abuse as informed in KCSiE.

At Windmill L.E.A.D. academy, should an incident occur, or a disclosure be made by a child, staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

Indicators of abuse and neglect

The four categories of child abuse are as follows:

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse**
4. **Neglect**

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

<u>Some of the following signs may be indicators of physical abuse</u>:

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained
  - Bruises or cuts
  - Burns or scalds; or
  - Bite marks.

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.
FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:
- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a chid they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over-protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education, and **all** staff should be aware of it and of the academy policy and procedures for dealing with it.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age.
- Children who use sexual language or have sexual knowledge that you would not expect them to have.
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

Child sexual exploitation is a form of child sexual abuse. The definition of child sexual exploitation is as follows:
'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence /suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities:
Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited:

- Having a prior experience of neglect, physical and/or sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example).
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of a safe environment to explore sexuality.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.

- Being in care (particularly those in residential care and those with interrupted care histories).
- Sexual identity.

Staff should also remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present. Remember children can be exploited in a number of ways and it can take many forms, including sexual and criminal exploitation. Child exploitation is complex and rarely presents in isolation of other needs and risks of harm (although this may not always be the case).

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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 (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g., not having a winter coat
- Children who are living in dangerous conditions, i.e., around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured

Domestic Abuse:
In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time. Definition: The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:
(a) physical or sexual abuse;
(b) violent or threatening behaviour;
(c) controlling or coercive behaviour;
(d) economic abuse (adverse effect on the victim to acquire, use or maintain money or other property; or obtain goods or services); and
(e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been, married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear or experience the effects of the abuse; and they are related to the abusive person. (The definition can be found here: https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)
Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse,

regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Operation Encompass' aim is to ensure that schools have timely information about all police attended incidents of domestic violence; support school staff to understand how to support the children, and ensure the children receive the support they need. The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Safeguarding issues: All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

Bullying: On and offline bullying including prejudice-based and cyberbullying is also abusive behaviour which will include at least one, if not two, three or all four, of the defined categories of abuse. Further information can be found in the academy behaviour and antibullying policy.

Children Who are Absent from Education: Knowing where children are during academy hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when children are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the academy as soon as possible if the numbers change.

Our academy has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for children who go missing from education (especially on repeat occasions). Following statutory guidance KCSiE and Working Together to Improve School Attendance
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take children off-roll when they:
  a. leave the academy to be home educated
  b. moves away from the academy's location
  c. is permanently excluded

We will ensure that children who are expected to attend the academy but fail to take up the place will be referred to the local authority. When a child leaves the academy, we will record the name of the child's new school and their expected start date.

The Prevent Duty and counter extremism

As part of the Counter Terrorism and Security Act 2015, our academy has a duty to 'have due regard to the need to prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where our staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the DSL. The DSL has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

The curriculum is used to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or deputy) making a Prevent referral using the form: https://www.nottinghamshire.gov.uk/media/121545/preventreferralformeastmidlands.docx

We are committed to ensuring that our children are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the academy's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes.
- Glorifying violence, especially to other faiths or cultures.
- Making remarks or comments about being at extremist events or rallies outside of the academy.
- Evidence of possessing illegal or extremist literature.
- Advocating messages similar to illegal organisations or other extremist groups, out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).
- Secretive behaviour.
- Online searches or sharing extremist messages or social profiles.
- Intolerance of difference, including faith, culture, gender, race or sexuality.
- Graffiti, artwork or writing that displays extremist themes.
- Attempts to impose extremist views or practices on others.
- Verbalising anti-Western or anti-British views.
- Advocating violence towards others.

Privately Fostered Children

Definition of private fostering:

A private fostering arrangement is a private arrangement for a child under the age of 16 (or 18 if they are disabled) to be cared for by someone who is not a parent or close relative for more than 28 days. The Local Authority is not involved in placing the child or young person in this private arrangement.

A child or young person is privately fostered if they are living with extended family members such as cousins, great aunts, great uncles or a family friend. They may be living outside of their parents' care due to;

- Child or young person being asked to leave the family home.
- Parent being in prison / hospital / homeless.

- Avoiding becoming a looked after child.
- Parent has leaving the local area and child remaining to complete academic studies.
- Child leaving the family home due to family dysfunction or because they have been living with parents who have substance misuse problems or other difficulties.
- Parent deciding to place child with extended family member.
- Child being placed with extended family for religious or economic reasons.

Responsibilities

Private foster carers are responsible for providing the day-to-day care of the child in a way which will promote and safeguard the child's welfare. However, the overarching responsibility remains with the person who has parental responsibility for the child.

The Local Authority has legal duties towards private fostered children and must satisfy itself that the welfare of children who are, or will be, privately fostered within their area ensures they are satisfactorily safeguarded.

If our Academy becomes aware of a child or young person living in a private fostering arrangement Children's Social Care must be notified within one working day.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or become involved in trafficking, child sexual exploitation or modern-day slavery.

We have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although we have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the academy. However, it should be clear to our academy who has parental responsibility.

Our academy staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. Windmill L.E.A.D. Academy, itself has a duty to inform the local authority of the private fostering arrangements within one working day.

On admission to Windmill L.E.A.D. Academy, we will take steps to verify the relationship of the adults to the child who is being registered.

Online Safety and Cyber Security (including remote/blended learning)

Windmill L.E.A.D. academy ensures that it has information and processes to raise awareness of online safety and cyber security for all staff, children, and parents to support the academy's aim of establishing a whole school approach to online safety. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff areat risk, please report it to the Anti-Phishing Working Group (

https://apwg.org/).

At Windmill L.E.A.D. Academy children use the academy's network to access the internet and are protected from inappropriate content by the academy's filtering and monitoring systems. Online safety sessions for parents help to raise awareness amongst families about keeping their children safe when online at home. This is particularly necessary in the event the academy has to return to remote education.

All our staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

Whilst devising and implementing policies and procedures, we ensure online safety is a 'running and interrelated theme'. Online safety is considered whilst planning the curriculum, any teacher training, the role and responsibilities of the DSL and through any parental engagement.

As per KCSiE guidance, we carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks our children face.

Cyber Security is a growing safeguarding concern, and we recognise the need to have procedures to ensure networks, data and systems are protected against cyber threats and help keep staff and children safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We will use the recommended national (https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education) and local guidelines on staff and children who may need to work remotely.

Sexually coerced extortion or 'sextortion' is a type of blackmail where someone tries to use intimate, naked or sexual photos or videos of children to make them do things they don't want to do. Sometimes, these photos or videos are taken without the children knowledge, and the person blackmailing uses them to force them to pay money or do something against their will. Criminals often target children through social media platforms, webcam/live streaming sites or websites related to pornography. They might pretend to be someone else online and become friends with children. Later, they might threaten to share pictures or videos with their family and friends.

Elective Home Education

Where a parent/carer has expressed their intention to remove a child from the academy with a view to educating at home, we work with the LA and other key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child.

This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Listening to our Children

Our academy ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Windmill L.E.A.D. Academy will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Pupil voice is key to establishing the impact of our systems and procedures. Safeguarding features on the pupil voice survey which is completed annually. Additionally, the school council is used as a vehicle for discussing key safeguarding concerns with a range of children from across the academy.

Use of alternative provision

Where our academy places a child with an alternative provision provider, Windmill L.E.A.D. Academy continues to be responsible for the safeguarding of that child and should be satisfied that the provider can meet the needs of the child. We will follow at all times the national guidance. (https://www.gov.uk/government/publications/alternative-provision)

We recognise that children who attend alternative education often have complex needs. It is important governing bodies/trusts and DSLs ensure children are fully supported at all times, and the alternative setting is aware of any additional risks of harm that children may be vulnerable to. Information sharing for children who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The Working Together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

Wherever a child from Windmill L.E.A.D. Academy attends alternative provision, a meeting will be held prior to the child attending to ascertain the safeguarding procedures such as full safer recruitment checks have been conducted and procedures that the provider has in place. Timetables and provision will also be discussed. This will all be recorded on a written form. The child will be visited, and a telephone call will be made at least once each week to ensure attendance. The headteacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies. We will always obtain written confirmation from the alternative provision provider that all appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e. those checks that the school would otherwise

perform in respect of its own staff. Placements will be reviewed at least half termly to ensure that their attendance is good, their needs are being met and the setting is safe. Our academy will not hesitate to consider ending a placement if any concerns are raised

Children with a social worker

At Windmill L.E.A.D. Academy, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most children. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support children who have a social worker.

The DSL maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at our academy. In Windmill L.E.A.D. Academy, a one-page child profile will be created for each of these children and shared with all staff involved with that child, so staff are aware.

The DSL will inform the AGB of the number of children in our academy who have or who have had a social worker.

The Designated Teacher for looked after children will maintain data for children who have 'looked after' status and for children who have been involved in the care system.

The Designated Teacher will maintain good links with the Virtual School Head to promote the educational achievement of previously looked after children, children with a social worker and those in kinship care. Regular meetings will be organised to update the PEP documentation and to discuss progress and attendance. These are attended by social workers, the Headteacher and any other key personnel involved with the child.

Child on Child abuse

The academy takes a **zero-tolerance** approach to all forms of child-on-child abuse including sexual violence, sexual harassment (SVSH) and harmful sexual behaviour (HSB). We believe that child-on-child abuse is never acceptable, and it will not be tolerated. It will **never** be passed off as "banter," "just having a laugh," "a part of growing up" or "boys being boys." We will **respond to all signs, reports, and concerns** of child-on-child abuse, including those that have happened outside of our academy premises, and/or online. We recognise that children are vulnerable to and capable of abusing their peers, we take such abuse as seriously as abuse perpetrated by an adult. We recognise that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. We acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our academy and beyond.

In cases where child-on-child abuse is suspected or identified we will follow our Child Protection procedures, taking a contextual, trauma-informed, and strengths-based approach to support all children who have been affected by the situation including the reporting and reported child.

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

- Bullying (including cyberbullying, prejudiced-based and discriminatory bullying).

- Abuse in intimate personal relationships between children, (sometimes known as 'teenage relationship abuse').
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens 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.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude or semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse, or humiliation used as a way of initiating a person into a group and may also include an online element). This may also be an indicator of wider exploitation such as Child Sexual Exploitation (CSE) and/or Child Criminal Exploitation (CCE) and/or County Lines.

Our Child Protection Policy

There are seven main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of the academy.
- Supporting children who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep themselves safe in and outside of the academy.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, including filtering and monitoring arrangements for online safety and harms.

We recognise that because of the day-to-day contact our staff have with children they and we are well placed to observe the outward signs of abuse.

Our academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.

- Ensure children know that there are trusted adults in the academy whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse. https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi-nude images (which has replaced what was termed as sexting).
- Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All forms of domestic abuse can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Recognise how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- Recognise the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- Act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensure our behaviour and other relevant policies includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks
- Maintain an on-line safety policy which address statutory filtering and monitoring standards, takes into account remote learning, and use of mobile and smart technology, and is reviewed regularly to take into account any new threats.
- Address any 'harm outside the home' also known as 'extra familial harm.' Windmill L.E.A.D. Academy is a place of protection where children and young people can share concerns and seek support and is a place of safety where children and young people can form safe and trusted relationships. Through creating a whole academy ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- Work together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the academy environment if needed.

Additionally, as an academy we will:

- Take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the academy environment.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the academy.

- Promote child health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors.
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure academy site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Ensure everyone has a duty to safeguard children inside/outside the academy environment including academy trips, extended school activities, vocational placements and alternative education packages.
- Ensure that any child who is attending off-site activities is well protected by conducting all safeguarding checks and risk assessments prior to the commencement of the activity.
- Support children with mental health issues by liaising with relevant agencies for support.
- Allocate a member of staff for any child who wishes to talk about their sexuality as we know these children are more at risk to forms of bullying.

We will follow the procedures set out by the Nottingham City Safeguarding Children Partnership and take account of guidance issued by the DfE in Keeping Children Safe in Education 2025 to:

- Ensure we have a DSL, who is a member of the academy leadership team, and at least one Deputy Safeguarding Lead for child protection/safeguarding all of whom have received appropriate training and support for this role.
- Ensure the DSL and DDSL roles have a specific job description which clarifies the role and its responsibilities (as defined in KCSiE 2025).
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the AGB knows the name of the DSL, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the DSL, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the academy and staff for child protection and safeguarding by setting out its obligations in the academy prospectus and on the academy's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.

- Keep records of concerns about children, via MyConcern, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, actions to safeguard and a clear decision and rationale for actions and any referrals (KCSiE25).
- Ensure all records are kept securely, via My Concern which has a 2 layered authentication system to access the portal.
- Ensure that we follow robust processes to respond when children are absent from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer, via Confide.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the Nottingham City escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

Supporting children

We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our academy may be the only stable, secure and predictable element in the lives of children at risk. When at Windmill L.E.A.D. Academy, their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and/or ~~disabilities or those~~disabilities, those with English as an additional language and LBGTQ children.

All staff including volunteers are advised to maintain the attitude of **'it could happen here'** where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

Our academy will endeavour to support every child through:

- Developing the content of the curriculum by ensuring it is age and stage appropriate
- Maintaining an ethos which promotes a positive, supportive and secure environment, and which gives children a sense of them being valued.
- Implementing the academy behaviour policy, anti-bullying policy and child-on-child abuse guidelines which is kept up to date with national and local guidance and which is aimed at supporting vulnerable children in our academy.
- Proactively ensuring that all children know that some behaviours are unacceptable and will need to be addressed but as members of our academy they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- Liaising with other agencies that support children such as Children's Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a child leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.

- Ensuring that the vulnerability of children with special educational needs and/or disabilities is recognised and fully supported by the SENCO (Katy Aggus and Vicky O'Brien)
- Ensuring that the vulnerability of children due to speaking English as an additional language is recognised and fully supported by the EAL leader (Holly Elliott).
- Where a child discloses a concern or an incident involving sexual violence and/or sexual harassment ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.
- Where any concern is raised, ensuring the DSL is informed immediately, and actions taken in accordance with the relevant policy.

Child abduction and community safety incidents – Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Safer Recruitment

- The leadership team, academy governing body (AGB) and L.E.A.D. Academy Trust will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2025 Part Three and our academy Safer Recruitment policy.
- Academy leaders, staff and members of the Trust will be appropriately trained in safer working practices and access the safer recruitment training advised by the Trust. This will include as a minimum the headteacher, DSL and school business manager.
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate procedures to carry out the checks required and where any concerns arise, we will seek advice and act accordingly. The academy has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2025 Part Three, and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2025 Part Three paragraphs 206 to 351.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the Academy Code of Conduct, which includes contact between staff and children outside the work context. Concerns regarding low-level concerns are included in our Code of Conduct and Allegations Management policy in line with KCSiE Part Four Section two. *Staff can access a copy of this through the server and staff sharepoint.*
- In the event of any complaint or allegation against a member of staff, the headteacher (or the DSL if the headteacher is not present), will be notified immediately. If it relates to the headteacher or where there is a conflict of interest in reporting to the headteacher , the chair of governors / Trust safeguarding team (Neil Spencelayh, Helen Tunney, Rebecca Hyder) must be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) and Trust HR Business Partner.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the academy and the Trust's human resources (HR) team.

- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and Nottingham City HR where appropriate to the leadership team.
- All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from HR's guidance section of the HR portal.

Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our academy who comes into contact with children and their families has a role to play in safeguarding children. All staff in our academy consider, at all times, what is in the best interests of children.

All staff within our academy are particularly important as they are in a position to identify concerns at the earliest opportunity and provide help to children to prevent concerns from escalating.

All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the DSL and understand they may be required to support other agencies and professionals in assessments for early help. Families in need of support will be invited into the academy to meet with DSL who will then support the family in the most appropriate way such as by signposting them to various services.

Safeguarding Training – staff and volunteers

All our staff are aware of systems within Windmill L.E.A.D. Academy which are explained to them as part of staff induction, including our child protection policy; the employee code of conduct and the role of the DSL and Keeping Children Safe in Education 2025.

Our academy utilises an induction checklist when staff join the academy which includes the matters identified above together with other policy and procedural information.

All our staff receive safeguarding and child protection training which is updated at least annually. In addition to this training all staff members receive child protection and safeguarding updates when required . The training that staff receive including online safety training, is integrated, aligned and considered as part of the whole academy safeguarding approach and wider staff training and curriculum planning.

The CPD programme is reviewed to ensure that all the knowledge staff need is included and, perhaps more importantly, that they understand how it is to be implemented.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments.

All staff know what to do if a child is raising concerns or makes a disclosure of abuse, neglect and/or exploitation. Staff will maintain appropriate confidentiality whilst liaising with the DSL and children's social care. Staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Staff responsibilities

All staff have a key role to play in identifying concerns and providing early help for children.

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the academy whom they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need.
- Assess and manage risk appropriately and keep children safe.
- Ensure safeguarding arrangements and procedures are effectively followed.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not immediately contactable, a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Nottingham City safeguarding partnership and take account of guidance issued by the DfE KCSiE 2025.
- Support children in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to "keep a secret."
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support children and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2025 guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Work with Children's Social Care, support their assessment and planning processes including the academy's attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the academy governing body/ Trust such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the academy.
- Treat any information shared by staff or children with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2025 Part Four 'Allegations made

against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two).

- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the academy online safety, and specifically appropriate filtering and monitoring on academy devices and networks which are reflected in this Child Protection Policy, including awareness of ease of access to mobile phone networks. This is done in agreement with the AGB and Trust

Teachers (including ECTs) and Headteachers – Professional Duty

The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

Designated Safeguarding Lead

We have a Designated Safeguarding Lead (DSL) Katy Aggus who takes lead responsibility for safeguarding children and child protection and has received appropriate training and support for this role. Katy Aggus is a senior member of the academy leadership team, and their responsibilities are explicit in their job description.

We also have Deputy Safeguarding Leads, who will provide cover for the DSL when they are not available. Our Deputy Safeguarding Lead (s) has/have received the same training as our DSL. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the academy ethos and that specific duties are discharged. They will assist the DSL in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding children. Our DSL will ensure there is a structured procedure within our academy, which will be followed by all the members of our academy community in cases of suspected abuse.

Our DSL team will be aware of all children who have a social worker and will help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and academy leadership staff.

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the DBS as required.

- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that identify children are at risk of harm, or abuse, bullying or sexual harm or harassment or that harm, or abuse, bullying or sexual harm or harassment has occurred.
- Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.

The DSL team to meet on a regular basis so each is fully informed and able to respond to the needs of children subject to safeguarding concerns. This takes form as a fortnightly child safeguarding review meeting and a half termly 'umbrella' meeting to discuss wider safeguarding topics.

Work with others

- Liaise with the headteacher(where the DSL role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2025) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with staff on matters of safety and safeguarding, deciding when to make a referral by liaising with other agencies and acting as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2023 and the local Safeguarding Children Partnership procedures and practice guidance.
- Together with the headteacher, and AGB/Trust be aware of the local arrangements put in place by Nottingham City Safeguarding Children Partnership and know how to access the Safeguarding Children Partnership website and training.

DSL training requirements

- Undertake Formal Designated Safeguarding Lead training every two years, informal training and updating of knowledge and skills at regular intervals and at least annually.
- Be responsible for their own training and obtain access to resources or any relevant refresher training.
- Be responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintaining a register or data base to evidence the training.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NSCP's Pathway to Provision Version 9.1 , EHAF and the Early Help.
- Have a working knowledge of how the Nottingham City Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure records of concerns and referrals via MyConcern.

- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2025~~3~~ Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home
- Encourage a culture of protecting children, listening to children and their wishes and feelings.

Raise awareness

- Ensure that the child protection policies are known, understood, and used appropriately.
- Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the academy governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the academy.
- Ensure that the child protection policy is available to parents and carers and uploaded to the academy website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

Child Protection files and records

The DSL is responsible for ensuring that:

- When a child leaves the academy their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- A record of the number of children subject to CP, CiN and LAC concerns is maintained and shared with the academy governing body annually.
- A record or data on the cohort of children having or have had a social worker and social care involvement is maintained.
- Maintaining, keeping and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2025.

Availability

- During term time the DSL *(or a Deputy)* will always be available (during academy hours) for staff in the academy to discuss any safeguarding concerns. In the absence of the DSL (or any Deputy), a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of hours' activities in line with the guidance contained in DfE KCSiE 2025 Part Two and Annex C.

Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the academy governing body, (particularly those concerning referrals of cases of suspected abuse, neglect and exploitation), are understood, and followed by **all** staff.
- The academy maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the academy Child Protection Policy; the Code of Conduct Policy.
- There are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2025.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, the allegation is discussed immediately with the LADO (within 24 hours) and that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2025. If the allegation is against the Headteacher or where there is a conflict of interest in reporting to the headteacher, then the Chair of the Academy Governing Body/Trust DSLs will manage the allegation – see below.
- When the academy premises are used for non-academy activities, seeking assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspecting them as needed, including liaising with the Trust. This will apply regardless of whether or not children who attend the prevision are on the academy roll.

Academy Governing Body and Trust

We recognise our Academy Governing body and L.E.A.D. Academy Trust has a strategic leadership responsibility for our academy's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regard to KCSiE 2025, ensuring policies, procedures and training in our academy are effective and comply with the law at all times.

The academy governing body and L.E.A.D. Academy Trust will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the academy's ethos and reflected in the academy's day to day safeguarding practices by:

- Ensuring there is an individual member of the academy governing body to take leadership responsibility for safeguarding and champion child protection issues.
- Ensuring that the academy has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2023) as well as with local safeguarding partnership guidance and monitoring the academy's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2025 Annex C, the additional clarification about GPDR and withholding information.
- Ensuring cooperation with the local authority and other safeguarding partners.

- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and a Designated Teacher for Looked After Children and that both are appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2025 Part One and Annex A as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the academy governing body understands it has collectively responsible for the academy's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' with responsibility for championing all safeguarding requirements.'
- All members of the academy governing body undertake safeguarding training to ensure they have the knowledge and information needed to equip them– to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and to act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- The Chair of Governors and named Safeguarding Governor accessing role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher.
- The Academy Governing body collectively ensuring there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken is refreshed in line with KCSiE 2025 and local safeguarding partnership guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the academy's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of any complaint under KCSiE 2025 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the academy's Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring when making a referral to the LADO Service a LADO referral form is fully completed.
- Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the Trust DSL team.
- Ensuring appropriate responses for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Being aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensuring the academy has policies and procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents, have resources to manage actions and support for those involved.
- Being alert and responding to harmful online challenges and hoaxes, including providing information and advice to parents and carers and informing them from where to get help and support.
- Being alert to the growing concerns involving knife crime and ensuring the academy works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and the child protection policy.

- Ensuring any safeguarding concerns involving outside organisations are addressed through our academy safeguarding policies and procedures and in line with Nottingham City Children Partnership procedures (KCSiE 2025 paragraph 377).
- Preventing people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensuring at least one person on an interview panel has completed safer recruitment training.
- Informing any prospective candidates for employment that our academy will carry out online /social media checks are completed (KCSiE 2025 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Being open to accepting that child abuse and incidents can happen within the academy and being available to act decisively upon them.

Looked After Children – The Role of Designated Teacher and the DSL

- At Windmill L.E.A.D. Academy we have a teacher appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of looked after children, children with a social worker and those in kinship care are supported.
- The DSL will also have details of any looked after child's social worker and the name of the Head of the Virtual School. The DSL will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.
- We also recognise those children who were previously looked-after, children in kinship care and pupils with social workers potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our academy pastoral system. We recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

Children with Special Educational Needs

We recognise that children with special educational needs (SEND) and/or disabilities can face additional safeguarding challenges on and offline. Children with SEN and/or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

All staff are aware that additional barriers can exist when recognising abuse, neglect and exploitation for children with SEND and that they may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child-on-child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Staff's vigilance will be a supporting factor to keeping all children safe.

Our policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionally impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
- recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in the academy or outside the academy environment.

See also:
Special Educational Needs Policy
Toileting Policy
Intimate Care Policy
Moving and Handling Policy
First Aid and Medication Policy

Identifying Concerns

All members of our staff, volunteers and governors will know how to identify children who may be being harmed and then how to respond to a child who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

At Windmill L.E.A.D. Academy we understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance **What to do if you're worried a child is being abused**

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the DSL, to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or to the police by the DSL or Senior Leader.

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g., to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions.
- Leading questions will be avoided as much as possible.
- Questioning should not be extensive or repetitive.

- Staff will not / should not put words in the child's mouth but will subsequently note the main points carefully.
- The staff will keep a full written record duly signed and dated, including the time the conversation with the child took place, an outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The DSL will be immediately informed unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.

Reporting Concerns

All staff and volunteers are aware of the indicators of abuse and neglect and knowing what to look for is vital for the early identification so that support can be put in place. Staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation. Staff know to report concerns directly to the DSL or a member of the senior leadership team (should the DSL not be available) and / or log onto MyConcern in a timely manner, for any children who may be in need of help or protection. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken by speaking to the DSL. (you may want to add any specifics ie ELSA support)

We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns about a child and agreeing a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

All staff should **always** speak to the DSL, or deputy at the earliest opportunity where they have any concerns about a child and then log their concerns on MyConcern.

As an academy we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the DSL.

When adults in the academy have a concern about a child or young person they should:

- Complete a concern form as an entry in the electronic recording system My Concern. All staff have an individual login, so no delays are necessary in reporting the concern.
- The DSL will be informed that a concern has been raised as the My Concern system sends an alert every time a concern is logged.
- **All** concerns, discussions and decisions made, the reasons for those decisions and whether a referral to another agency is required will be recorded on My Concern.

Records include:

- A clear and comprehensive summary of the concern, clearly identifying who is recording the concern with
- details of how the concern is to be followed up and resolved, precisely identifying the rationale for the action taken and clear timelines of when this will be followed up and by who.
- Whether a referral is required and to which agency
- Precise record of decisions reached and when and why the case will be closed.

If in doubt about recording requirements, staff should discuss with the DSL (or deputy).

Staff <u>should never</u> attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police, or the NSPCC.

Our academy also ensures that all staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, or social care to seek support for the child if, despite the discussion with the DSL, their concerns remain. Staff are also informed of the academy's whistle-blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

Records and Monitoring (KCSiE 2025, Part Four, Part Five, Annex C)

Any concerns about a child will be recorded on MyConcern within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology in My Concern, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern.

At no time should an individual teacher/member of staff be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and/or touching.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g., MASH or the child's social worker if already an open case to social care.

Our academy will ensure all files are available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important:

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

Windmill L.E.A.D. Academy records all events related to children via My Concern.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children must not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the DSL and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

The Headteacher or DSL will disclose personal information about a child to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

Staff have a professional responsibility to share information with other agencies in order to safeguard children. The Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

Further guidance can be found by visiting Nottingham City Safeguarding Children Partnership website: https://www.nottinghamcity.gov.uk/ncscp

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children December 2023).

- DfE KCSiE 2025 has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.
- HM Working Together to Safeguard Children 2023 Paragraph 23 to 27 and on pages 20 and 21.
- HM Information Sharing (May 2024): Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GPDR) and Data Protection Act 2018.
- Nottingham City Safeguarding Children Partnership Policy and Practice Guidance.

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LOW LEVEL CONCERNS ABOUT STAFF BEHAVIOUR

Allegations or concerns about an adult working in the academy whether as a teacher, supply teacher, other staff, volunteers or contractors

At Windmill L.E.A.D. Academy we recognise the possibility that adults working in the academy may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the academy should be taken to the headteacher without delay and logged onto Confide; any concerns about the headteacher or where there is a conflict of interest in reporting to the headteacher, should go to the Chair of Governors and Trust DSL team who can be contacted by email or telephone.

Any concerns about the conduct of members of staff, supply teachers, volunteers or contractors should be reported to the headteacher unless there is a conflict of interest in doing so.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher will decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

A concern is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicated they may not be suitable to work with children (including outside of the academy)

(*Person could be anyone working in the academy, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, we will conduct basic enquiries ('fact finding') in line with local procedures to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, our academy, or a combination of these.

Low-level Concerns

Concerns may be graded low-level if the concern does not meet the criteria for an allegation; but the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- Being over friendly with children.
- Having favourites.
- Taking photographs of children on their mobile phone.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- Using inappropriate sexualised, intimidating or offensive language.

At Windmill L.E.A.D. Academy we:

- Ensure staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- Empower staff to share any low-level safeguarding concerns via Confide (or the Headteacher).
- Address unprofessional behaviour and support the individual to correct it at an early stage.
- Provide a responsive, sensitive and proportionate handling of such concerns when they are raised.

If the concern has been raised via a third party, the headteacher will collect as much evidence as possible by speaking:

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

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

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

Low-level concerns must be recorded in writing and recorded on 'Confide'. This should include:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual remains anonymous then that should be respected as far as reasonably possible and acted upon accordingly)

Records will be kept confidential, held securely and comply with the Data Protection Act 2018. The academy follows the Trust Records Retention policy to decide how long they retain such information, but it is at least until the individual leaves our employment.

Records will be reviewed regularly so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within our academy that enabled the behaviour to occur. This might mean that policies or processes should be revised, or extra training delivered to minimise the risk of it happening again

The Child Protection (CP), Child in Need (CiN) or Confidential file

(KCSiE 2025 Annex C).

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main academy file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another, and the child's particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with DSL responsibilities in the academy.

For Windmill L.E.A.D. Academy, all events are recorded in My Concern. There is also a mechanism for uploading any additional information from other agencies or meeting minutes to ensure a robust chronology for the child involved.

The academy will keep electronic records of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar).

Records will be kept up to date and reviewed regularly by the DSL to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect. These will be uploaded to My Concern.

All information is stored for reference in case of further events.

Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):

Our academy will adopt the file transfer guidance contained in KCSiE 2025 and ensure when a child moves from Windmill L.E.A.D. Academy their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the academy.

For those children subject of social care and safeguarding agency involvement we will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2025. Should a child subject to social care involvement transfer from our academy, we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSIE.

Our DSL will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer and to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

Educating Young People – Opportunities to teach safeguarding

At Windmill L.E.A.D. Academy we will teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness

The education we provide for online safety will take into account the need for children to learn using online technologies in a safe environment whether that be in our academy, in the home or in a community environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

We will carefully consider mobile phone use and the new filtering and monitoring standard required by DfE and how this is managed in our academy and ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).

Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change recognising that having access to smart technology could mean some children, whilst at the academy, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

RSHE is embedded within the PSHE curriculum which is taught once a week across all year groups.

Helplines and reporting

- Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

Links to other policies

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. Together, these will make up the suite of policies to safeguard and promote the welfare of children in this academy

- *Accessibility Plan.*
- *Anti-Bullying*
- *Attendance Policy.*
- *Behaviour policy*
- *Equality.*
- *Central Record of Recruitment and Vetting Checks.*
- *Complaints' Procedure Statement.*
- *Online Safety Policy.*
- *Freedom of Information.*
- *Female Genital Mutilation (FGM) Guidance*
- *Radicalisation – Prevent Duty-*
- *Health and Safety Disability Equality Action Plan.*
- *Home-school Agreement Document.*
- *Child on Child Abuse revised 2023-2024*
- *Physical intervention/positive handling.*
- *Register of Pupil Attendance.*
- *School Access Policy.*
- *School Behaviour.*
- *Knife Crime Guidance 2022*
- *Mental and Physical Health (KCSiE 2025 Part One, Part Two and Annex A and paragraphs 165, 171 to 187).*
- *Special Educational Needs.*
- *CRB - Use of Reasonable Force Policy/ Guidance.*
- *Staff Behaviour (Code of Conduct policy).*
- *Staff Disciplinary*
- *School information published on a website.*
- *Visitors and VIP Guidance 2023-2024.*
- *Whistleblowing Policy.*
- *RSHE policy.*