ACADEMY POLICY FOR CHILD PROTECTION TO SAFEGUARD AND PROMOTE THE WELFARE OF CHILDREN

Publication date: September 2026
Review date: September 2027

How does God's love abide in anyone who has the world's goods and sees a brother or sister in need and yet refuses help? Little children, let us love, not in word or speech, but in truth and action.

1 John 3:17-18

The Southwell and Nottingham Diocese Multi Academy Trust core values state that the trust encourages a holistic approach to the development of pupils, believing that each person is an individual made in the image of God and should, therefore, be supported to reach their full potential by receiving the very best education possible. In order to do this, the trust is committed to ensuring each academy is a place of safety for pupils as well as a place of refuge and support in times of need.

The Trust recognises that all people working in their academies contribute to the safeguarding and promoting of children's welfare, The Trust and each academy also recognise that they have statutory duties to safeguard children and protect children from harm. Safer working practices and child protection underpin everything that takes place in the academies; safeguarding is woven through every aspect of academy life.

This policy sets out how academies fulfil their statutory responsibilities holding safeguarding and child protection as key to ensuring all members of the academy community are cared for, respected, listened to and protected.

<u>St Peter's C of E Primary Academy Mansfield</u>

St. Peter's CofE Primary Academy is a medium sized school on the edge of an estate serving families from low-income families. Children come from different parts of Mansfield. As a church school, we believe in the dignity and worth of all members of our school and community. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Our values of respect, aspiration, perseverance, listening, forgive and love, play an integral part in the life of our school.

This Safeguarding and Child Protection Policy is ratified by the Board of Trustees and reviewed by the Local Governing Body.

Date of ratification: *September 2027*

Date of last review: September 2026
Date of next review: September 2027

Policy:	Academy Policy for Child Protection to Safeguard and Promote the Welfare of Children
Approved by:	SNMAT Board of Directors
Date:	September 2026
Review cycle:	annual

VERSION CONTROL			
VERSION	**DATE**	**AUTHOR**	**CHANGES**
2026	19.8.26	SD	Complete re write

Contents

1. Key Contacts
2. Our Commitment
3. Safeguarding – definitions and extent of work
4. The Policy

a) Providing a safe environment in which children can learn and develop

b) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children and adults have the necessary knowledge to keep everyone safe

c) Developing and implementing procedures for keeping children safe and identifying and reporting cases, or suspected cases of abuse

d) Supporting all pupils, including those who have been abused or harmed

e) Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe

5. Supporting Children
6. Online Safety and Technology
7. Vulnerable Pupils
8. Special Educational Needs
9. Other Relevant Policies
10. Other Agency Policies
11. Whistleblowing

Key Contacts

Role	Name	Contact Details
SNMAT Chief Executive Officer	Dr Alexandra Thorp	athorp@snmat.org.uk 07701 257546
SNMAT Director	James Saunders	jsaunders@snmat.org.uk
SNMAT safeguarding lead	Samantha Dennis	sdennis@snmat.org.uk 07809 306640
SNMAT safeguarding officer	Rachel Baker	rbaker@snmat.org.uk 07360 121027
Designated Safeguarding Lead	Joanna Kaluza	jkaluza@stpeters.snmat.org.uk 01623 489980
Additional Designated Safeguarding Lead	Phil Corrigan Kyra Kennedy Pam Thompson Katie Mullins	pcorrigan@stpeters.snmat.org.uk kkennedy@stpeters.snmat.org.uk pthomspon@stpeters.snmat.org.uk kmullins@stpeters.snmat.org.uk
Chair of Governors	Lizzie Allsop	eallsop@stpeters.snmat.org.uk
Designated Governor for Child Protection	Lizzie Allsop	elallsop@stpeters.snmat.org.uk
LA Child Protection Contact/LADO MASH (Multi-agency Safeguarding Hub)	Nottingham County Council	Eva Callaghan LADO Allegations Officer for Education Services 0115 8041272 Eva.callaghan@nottscc.gov.uk Contact form 0300 500 8090 Report a concern

St Peter's C of E Primary Academy Mansfield Commitment

This policy applies to all staff, governors and volunteers working in the academy and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Partnership.

This policy should not be read at as stand along document but along with the SNMAT safeguarding handbook, which provides templates, definitions, role descriptions, detailed information on all forms of abuse and areas for further guidance on all forms of abuse.

We will ensure that all parents/carers are made aware of their responsibilities with regard to child protection procedures and we will safeguard and promote the welfare of their children through the publication of this

academy safeguarding and protecting the welfare of children policy. The Trust Board holds statutory responsibility for ensuring all academies comply with their statutory duties and responsibilities.

These duties and responsibilities as set out within the Education Act 2002 sec 175 and 157, Children's Wellbeing and Schools Act 2026, DfE Statutory Guidance Keeping Children Safe in Education 2026 and UK Government Working Together to Safeguard Children 2026 which are incorporated into this policy.

This policy should be read in conjunction with:

"Working Together to Safeguard Children" (December 2026) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link: Working Together to Safeguard Children

"Keeping Children Safe in Education" (September 2026), which is the statutory guidance for Schools and Colleges. The guidance is available via the following link: KCSIE 2026

"What to Do if you are Worried a child is being Abused: Advice for Practitioners". March 2015. The guidance is available via the following link: What to do if you are worried a child is being abused

"Early Years Foundation Stage Statutory Framework" (September 2026) available here.

"**Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers**". May 2024. The guidance is available via the following link:
Information sharing advice

"The Prevent Duty Departmental, advice for Schools and Child Care Providers" September 2023. The guidance is available via the following link: The Prevent Duty

Children missing education, Statutory guidance for local authorities September 2025
Stat guidance template (publishing.service.gov.uk)

The Teachers' Standards (DfE 2021) here

For St Peter's C of E Primary Academy's b#ehaviour policy and the academy policy for Children from Missing Education, Child on Child abuse policy, staff recruitment policy, online safety policy whistle blowing policy, please click here.

The SNMAT safeguarding TEAMS file contains templates and information to further support this policy and to aid monitoring and compliance, DSLs, Chairs Governors, Safeguarding Governors and Senior Leaders must be conversant with this.

Safeguarding

Safeguarding children is defined as:

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

Safeguarding and Protecting 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 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

(KCSiE, September 2026, para 3)

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

- Pupils' health and safety, including both their physical and mental health
- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- Internet or e-safety and associated issues, including safe online practices
- Appropriate arrangements to ensure academy security, considering the local context
- Recruitment Procedures
- Private fostering

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse
- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice-based bullying
- Online safety
- Child on Child Abuse; including sexual violence and harassment
- Children missing education
- Racist, disability, homophobic or transphobic abuse
- Extremist behaviour and/or radicalisation
- Child sexual exploitation and trafficking
- Child Criminal Exploitation

- Serious violence
- Accessing pornography
- Substance misuse
- Issues which may be specific to a local area or population, for example gang activity and youth violence, gender-based violence/violence against women and girls
- Particular issues affecting children including domestic violence, sexual exploitations, female genital mutilations and forced marriage, fabricated or induced illness
- Faith abuse
- Teenage relationship abuse
- Making or sharing nudes and semi nudes

Our ethos is 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 our academy will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. Children will be taught about safeguarding issues in a way that is age appropriate.

Our academy, therefore, led by senior leaders, governors and the multi academy trust, aims to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. Our academy will do this by promoting a culture of safeguarding that is understood by every member of the academy community. We will adopt an open mind and know that 'this could happen here' and we will respond with appropriate action in a timely manner for those children who may need help or be suffering, or likely to suffer, significant harm.

Where staff or others need to raise concerns, these should be made to the Designated Safeguarding Lead who will coordinate a response. Concerns can be raised directly with Children's Social Care, but we would advocate contact with the Designated Person first. The Designated Safeguarding Lead, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

If the DSL is not available a referral can be made to the Multi Agency Safeguarding Hub via:

- online form: concerned about a child
- telephone: 0300 500 80 90 (0300 456 4546 out of hours)

All staff should know all avenues available to them to raise a concern.

Nottinghamshire Safeguarding Children Partnership

The Nottinghamshire Safeguarding Children Partnership provides the safeguarding arrangements required under the Children and Social Work Act 2017 and the statutory guidance 'Working Together to Safeguard Children 2026'. The purpose of safeguarding arrangements is to support and enable local organisations and agencies to work together to safeguard and promote the welfare of children. The partnership was formed on 1st January 2019 and intends to build on the strengths of the previous arrangements under the Local Safeguarding Children Board (LSCB).

The vision for the partnership is 'That children and young people in Nottinghamshire grow up in a safe and stable environment and are supported to lead healthy, happy and fulfilling lives.

The Nottinghamshire Safeguarding Children Partnership will:

- Work effectively as a partnership to protect children from harm.
- Build working relationships between partners which support constructive challenge.
- Be transparent and self-critical.
- Learn from local and national safeguarding practice and improve the way children are safeguarded.
- Listen and respond to children and young people and adult victims and survivors of child abuse to guide how services are delivered.
- Ensure services for children and families in Nottinghamshire support children and young people to stay healthy and happy.
- Ensure services for children and families in Nottinghamshire support parents and carers to provide the best possible care for their children.

The Policy

There are five 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 and adults have the necessary knowledge to keep everyone safe
- Developing and implementing procedures for keeping children safe and identifying and reporting cases, or suspected cases of abuse
- Supporting all pupils, including those who have been abused or harmed
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe

We recognise that because of the day-to-day contact with children, academy staff are well placed to build trusting relationships with their pupils. This gives then the opportunity to notice signs changes in behaviour, signs of abuse and be someone a child may confine. This also gives adults in the academy access to vulnerable children and we will ensure every action is taken to safeguard our pupils from staff, volunteers and visitors who may have ill intentions. We will ensure there are robust processes and procedures in place on the event of any allegations made to ensure that both pupils and adults are treated fairly and justly.

a) <u>Providing a safe environment in which children can learn and develop</u>
   The academy will:
   - Ensure we have a designated person for child protection who is a member of the Senior Leadership and a Deputy Safeguarding Leading, who have both received appropriate training and support for this role
   - Ensure we have a nominated governor responsible for child protection and safeguarding
   - Ensure we have a designated teacher for looked after children
   - Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
   - Take all reasonable measures to ensure risks of harm to children's welfare are minimised
   - 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 and supply teachers (KCSiE 2026, Part Four p104) and work in accordance with the NSCP Local Inter-agency procedures
   - Ensure academy site security
   - Set clear guidelines for everyone regarding having a duty to safeguard children inside/outside the academy environment including school trips, extended schools, activities and vocational placements
   - Ensure that there is a Whistleblowing Policy and a culture where staff can raise concerns about unsafe practice and these concerns are taken seriously
   - Listen to, record and monitor low level concerns regarding behaviour that may indicate a child/ren are at risk

b) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children and adults have the necessary knowledge to keep everyone safe

The academy will:

- Ensure all staff and governors have read and understood part 1 of KCSiE 2026 and that governing bodies are aware of their responsibilities as set out in part 2
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the Designated Safeguarding Lead, and their deputy, responsible for child protection and their role
- Ensure all staff and volunteers are aware of the targeted family help and understand their role in it
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed
- Ensure governors have sufficient training and knowledge to provide strategic leadership for safeguarding, fulfil their statutory responsibilities and challenge school leaders Safer recruitment processes will be followed in accordance with KCSiE 2026 (Part Three Safer Recruitment, p71).
- Checks and references are an essential part of this process.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the Trust's Code of Conduct and the Guidance for safer working practice for those working with children and young people in education settings February 2022 Safer Working practice. This should assist in limiting complaints against staff of abuse of trust and/or allegations.
- Staff working with children under the aged 5 and under (or 8 in wrap around care), and their line managers, understand the circumstances that they must declare which may lead to disqualification under the Childcare Act. (Disqualification under the Child care Act 2006 - as amended 2018). (KCSiE 2026 p86 & p87 , para 340-344)
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead if the headteacher is not present), should be notified immediately. The trust safeguarding lead should be informed. If it relates to the headteacher, the chair of governors and the CEO of the MAT or SNMAT safeguarding lead should be informed without delay. The academy will respond to all allegations robustly in collaboration with the Local Authority Designated Officer (LADO) and the Multi Academy Trust.
- Academies will have in place processes to deal with any concerns in respects to adults that do not meet the harm threshold (low level concerns) (KSCiE 2026 part four, section 2 p118)
- Staff may find some of the issues relating to child protection upsetting and may need support which should be provided by the academy and SNMAT Human Resources Team. (Jo Smith, SNMAT HR). Supervision is available on request from the SNMAT safeguarding officer - Rachel Baker.

c) Developing and implementing procedures for keeping children safe and identifying and reporting cases, or suspected cases of abuse

The academy will:

- Ensure children know that there are 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 and colleagues from other agencies
- Be aware of vulnerable and potentially vulnerable pupils so that, in the event of prolonged closure, we can ensure there are mechanisms in place to support these pupils and check on their welfare
- 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, including:
    - working collaboratively with families and partner agencies to safeguard and promote pupils' welfare, through community-based targeted family help, and by contributing to coordinated multi-agency plans to support children and families
    - reflecting the DFE's expectations to secure strong multi-agency working by collaborating with service to achieve shared goals and sharing information; learning from evidence and sharing perspective to evaluate provision; prioritising and sharing perspective to evaluate provision; prioritising and sharing resources depending on pupils' need; understanding it role within the local safeguarding arrangements; mutually and constructively challenging other's assumptions in a respectful manner
    - adhering to information sharing protocols and ensuring adherence to data protection regulations do not act as a barrier to sharing information where failure to do so would result in a pupil being placed at risk of harm
    - staff members will be made aware that there may be legal or statutory requirements to share information for safeguarding purposes when requested by relevant agencies
    - where decisions are made about sharing or withholding information, these will be based on consideration of the risks to the pupil and, where appropriate, the rationale for decisions will be recorded
- Ensure robust arrangements are in place and embedded in the daily life and practice of the academy to promote the welfare of the child
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation
- Review practice and procedures on the light of new guidance, serious case reviews and academy context, to ensure the best possible safeguarding and child protection practice is always being delivered
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences
- Recognise that 'Working together to safeguard attendance' is statutory guidance and apply this guidance
- Maintain records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard

- Ensure access to electronic records are secure and only accessible by authorised staff
- Main pupil files indicate there are confidential records for relevant pupils
- Apply confidentiality appropriately
- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies

d) Supporting all pupils, including those who have been abused or harmed

The academy will:

- Ensure children know that there are adults in the academy they can approach if they are worried
- Address drugs and substance misuse issues
- Provide first aid and meet the health needs of children with medical conditions
- Support and plan for young people in custody and their resettlement back into the community
- Ensure that there is a complaints system in place for children and families
- Produce and implement a child on child abuse policy which addresses an academy wide approach and reflects the requirements in KCSiE 2026 para 109-191 and section 5.

e) Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe

The academy will:

- Ensure all adults know what to do and say if a child discloses abuse
- Ensure the wider environmental factors on a child life are considered when these may be a threat to their safety and/or welfare (Contextual Safeguarding)
- Include opportunities in the PSHE curriculum, and as part the wider broad and balanced curriculum, for children to develop the skills they need to recognise and stay safe from abuse by:
    - availability of local and online advice
    - recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation and know how to get help when they need it.
    - developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse
    - recognising how pressure from others can affect their behaviour
- Promote pupil health and safety
- Ensure that parents understand 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

Supporting Children

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The academy may be the only stable, secure and predictable element in the lives of children at risk. When at the 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.

We understand that when a child has a social worker, it is an indicator that the child is at more risk than most pupils. 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 pupils who have a social worker.

The academy will endeavour to support the pupil through:

- The content of the curriculum. See Appendix 1
- An ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The academy behaviour policy and anti-bullying policy which is aimed at supporting vulnerable pupils in the academy. The academy will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Proactive intervention/support from mentors/counsellors and pastoral managers.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with Framework for Support and Safeguarding Nottinghamshire) behaviour and attendance service and education psychology service, use of Complex Case Resolution Meetings.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there has been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and/or disabilities is recognised.
- Being aware of pupils at risk of homelessness, and the guidance on Provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation - GOV.UK (www.gov.uk)

Online Safety and Technology

At St Peter's C of E Primary Academy Mansfield, pupils are taught about safeguarding themselves, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Pupils are taught to recognise when they are at risk and how to get help when they need it.

Year 1	**Safety: Sharing Images Safely** To identify what personal information is. To explain how you can identify personal information from an image. To edit/check photographs to ensure they are safe to share. To explore ways of sharing images.
Year 2	**Safety: Sharing Content Safely** To explore the fundamentals of internet safety through real life scenarios. To develop strategies to keep themselves safe online as well as identifying potentially harmful situations and what to do if they find themselves in dangerous situations.

	To explore how to deal with difficult situations online and who they can ask for help. To identify what personal information is and what they should and shouldn't post online.
Year 3	**Safety: Accounts and Online Presence** To understand what an online personality is. To explain how my actions and words can affect others and learn ways to ensure that my online presence is positive. To understand what things are safe to share online and which things are personal information that I should keep private. To know that usernames and passwords should be secure and should not be shared. To safely turn devices on and off.
Year 4	**Safety: The Internet** To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content To describe how content can be added and accessed on the World Wide Web To outline how websites can be shared via the World Wide Web To recognise how networked devices make up the internet To describe how networks physically connect to other networks
Year 5 and Year 6	Safety: Communication To identify how to use a search engine To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom To recognise how we communicate using technology To evaluate different methods of online communication To send and receive an email To identify potentially dangerous emails

The academy has appropriate filtering systems in place to prevent access to inappropriate material. At St Peter's C of E Primary Academy Mansfield we use Surf Protect. The academy runs the SNMAT Internet Filtering Test each term to ensure effectiveness. Governors hold responsibility for ensuring these checks are made and the filtering system is effective.

The academy ensures that staff are aware of the challenges presented by the use of artificial intelligence (AI) in respect to safeguarding pupils and themselves. When using AI they are confident that the benefits outweigh the risks and that safety is not compromised. When pupils use AI it is under close supervision with safety and monitoring features in place.

Vulnerable Pupils

We recognise that some pupils may benefit from support before statutory intervention and will remain alert for the potential need for early family help and targeted family help. The academy is particularly aware that the following pupils may be vulnerable and in need of support:

- Are disabled, have certain health conditions, or have specific additional needs
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have a mental health need.
- Are young carers.
- Are pregnant or are a parent themselves.
- Have exhibited early signs of abusive, violent or harmful behaviours.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Have been repeatedly removed from the classroom.
- Have experienced multiple suspensions.
- Are on a part-time timetable.
- Are at risk of being permanently excluded or are in alternative provision or a pupil referral unit.
- Are at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation.
- Are at risk of being radicalised into terrorism.
- Have family members in custody or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Are at risk of honour or faith-based abuse, such as FGM or forced marriage.
- Are privately fostered.

The academy will not limit support to pupils in the groups above and will be mindful to a range of additional circumstances in which pupils may benefit form additional support or community based interventions.

Special Educational Needs

At St Peter's C of E Primary Academy Mansfield, we recognise children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- These children may be more prone to peer group isolation or bullying (including prejudice based bullying) than other children
- Children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs
- Difficulties may arise in overcoming communication barriers

We identify pupils who might need more support to be kept safe or to keep themselves safe by recognising the vulnerability of children with special educational needs (SEN) in relation to safeguarding and bullying. We address these as necessary using a graduated response. Please refer to our Behaviour Policy, SEN Policy and Anti-bullying Policy here.

Links to other Policies

This policy should be read alongside and in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in the academy.

St Peter's C of E Primary Academy Mansfield Policies *(each academy to edit and add any others as relevant)*.

- *Accessibility Plan*
- *Anti-Bullying*
- *Attendance Policy*
- *Behaviour Principles Written Statement*
- *Equality*
- *Central Record of Recruitment and Vetting Checks*
- *Complaints Procedure Statement*
- *Cyber –bullying*
- *E Safety/online safety Policy*
- *Freedom of Information.*
- *Female Genital Mutilation (FGM)*
- *Radicalisation – Prevent duty*
- *Health and Safety Disability Equality Action Plan*
- *Home-school Agreement Document*
- *Physical intervention/positive handling*
- *Register of Pupil Attendance*
- *Academy Access Policy*
- *Academy Behaviour*
- *Special Educational Needs*
- *Staff Behaviour (Code of Conduct)*
- *Staff Discipline, Conduct and Grievance*
- *Academy's information published on a website*
- *Recruitment and retention policy*
- *Relationship and Sex Education and Health Education Policy*
- *Low level concerns*
- *Sexual Violence and Harassment Policy*
- *Child on Child Abuse Policy*

Other Agency Policies

- Framework for Support and Safeguarding Nottinghamshire) (NCC)
- Escalation policy (NCC)
- Guidance where children are at risk from missing education
- Inter-agency Safeguarding Children Procedures of the Nottinghamshire Safeguarding Children Partnership and the Nottingham City Safeguarding Children Partnership

Whistle Blowing Policy

Where there are concerns about the way that safeguarding is carried out in the academy, staff should refer to the Whistle Blowing Policy. A whistle blowing disclosure must be about something that effects the general public, such as:

- A criminal offence has been committed, is being committed or is likely to be committed
- A legal obligation has been breached
- There has been a miscarriage of justice
- The health and safety of any individual has been endangered
- The environment has been damaged
- Information about any of the above has been concealed

If a concern cannot be raised in the academy, staff can contact:

Sukwinder Bassi	Samantha Dennis
Interim CEO	Safeguarding Lead
sbassi@snmat.org.uk	sdennis@snmat.org.uk
07930 153991	07809 306640

The NSPCC's *what you can do to report abuse* dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding the welfare of a child or safeguarding failures internally or have concerns about the way a concern is being handled by their school or college via https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/ or by calling 0800 028 0285- line is available 8.00am to 8.00pm Monday to Friday and email: help@nspcc.org.uk. Staff will be made aware of all available routes to raise a concern. General advice on whistleblowing can be found at whistleblowing for employees.

Appendix 1

Child sexual exploitation (CSE)	**Y2 Safety and the changing body L2,3,4,5,6** **Y3 L3, 6, 7** **Y4 L4** **Y5 L1, 2**
Child criminal exploitation (CCE)	**Families and relationships (Y1 – Y6)** **(healthy and unhealthy relationships)** **Safety and changing body units (Y1 – Y6)** **Citizenship – rules beyond the school environment (Y1 – Y6)** **Y6 DAaRT**
Bullying	**Anti-bullying week** **Friendships unit (EYFS – Y6)** **Y6 Respectful relationships**
Sexting	**Y4 L2**
Online safety	**Being safe Y2** **Computing Curriculum – see progression document**
Domestic violence	**Family unit (Y3 – Y5)**
Child on child abuse	**See progression document**
Consent	**Being safe (Y1 – Y6)** **Y2 Safety and changing body**
FGM	**By the end of primary school, pupils should learn:** • **about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.** **Safety and changing body** • **that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.** **Safety and changing body**

	• **how to report concerns or abuse, and the vocabulary and confidence needed to do so.** **Families and relationships**
Honour-based violence (HBV)	**Healthy relationships and safety messages**
Drug awareness	**Drugs, alcohol and tobacco (Y1-Y5)** **Y6 DAaRT**
Stranger danger	**Y1 Safety and the changing body L2, 3**
Water safety	**EYFS – Y6 RLSS (July prior to summer break)** **Y3 and Y5 Swimming lessons**