



Mossbourne  
Federation

**Federation Child Protection  
& Safeguarding Policy  
2025-2026**

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The electronic version of this document is the only version that is maintained. Any printed versions should therefore be viewed as ‘uncontrolled’ and as such may not necessarily contain the latest updates and amendments.

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# 1. Introduction

Everyone in the Mossbourne Federation who comes into contact with children and their families has a role to play in safeguarding children. A whole school approach is particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Mossbourne Federation staff form part of the wider safeguarding system for children. Children in the federation are taught about safeguarding, including online safety, and explicitly taught about how to access and seek support both within and outside of school. The Mossbourne Federation will work with the three safeguarding partners the local authority (social care), the police, clinical commissioning groups (health services), and other services to promote the welfare of children and protect them from harm.

This policy applies to all adults, including volunteers, working in or on behalf of the Mossbourne Federation and provides information about the actions the Federation expects from all staff members. It will be updated annually and known to everyone working in the Federation and the governing bodies. It will be available to parents on request and via our website.

This policy is in line with statutory guidance for schools and colleges; Keeping Children Safe in Education 2025 (KCSIE 2025), Working Together to Safeguard Children 2023, Charity Commission Guidance 2019 and London Child Protection Procedures (7<sup>th</sup> Edition) for the Hackney Hub and the Set Child Protection Procedures (2025) for the Thurrock Hub.

It should be noted that for the academic year 2025/26, there is a divergence of the safeguarding software that is being used between the Hackney and Thurrock Academies. CPOMS is used in Hackney and My Concern is used in Thurrock. It has been decided that during a period of change, and whilst there is a strong safeguarding culture in all schools, continuity in current procedures is preferable for this academic year. For the purposes of this policy, these two products are therefore referred to as the 'relevant platform'. Reporting an incident on these platforms involves different terminology; in this document where completing an 'initial concern form', 'logging an incident' or 'making a report' is referenced, staff must understand that this pertains to the relevant form on the relevant platform for their academy even if the terminology is not identical.

This policy must be read in conjunction with:

1. Mossbourne Federation Staff Code of Conduct
2. Keeping Children Safe in Education 2025 Part 1 and Part 5
3. Mossbourne Federation Whistleblowing Policy
4. Your Academy's Behaviour Policy
5. Your Academy's Visiting Speakers Policy
6. Your Academy's Attendance Policy (if not included the Behaviour Policy)

## 2. The Mossbourne Federation's Commitment to Safeguarding

The Mossbourne Federation is committed to safeguarding and promoting the welfare of all our pupils. Each pupil's welfare is of paramount importance. Children includes everyone under the age of 18.

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.

Child Protection refers to procedures and actions undertaken regarding children who are at risk of being seriously harmed or have been significantly harmed.

As schools we recognise that:

- some children may be especially vulnerable to abuse, including but not limited to, those missing education, or have a social worker. or have a SEN or disability;
- children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; subsequently whilst at school their behaviour may be challenging;
- children can be both victims and perpetrators of abuse;
- children who harm others may have been maltreated themselves;
- allegations can be made against staff, however careful and safe our recruitment practices.

Everyone working in the Mossbourne Federation shares an objective to help keep children and young people safe by:

- providing a safe environment for children and young people to learn and develop;
- adopting robust systems which are well promoted, easily understood and accessible for children to confidently report abuse;
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our academies;
- maintaining a culture of vigilance, safeguarding first and an attitude of 'it could happen here';
- take the child's wishes and feelings into account when determining what action to take whilst working with the child's best interests at heart.

## **3. Our Approach to Safeguarding Children**

### **3.1 Information about Safeguarding for Pupils**

As part of providing a broad and balanced curriculum, including through Religious, Sexual and Health education lessons, and Personal Development Days, pupils are taught to recognise when they are at risk and how to get help when they need it. They are regularly reminded about e-safety and bullying procedures and taught how to conduct themselves and behave in a responsible manner outside of the school setting.

All pupils know there are Designated Safeguarding Leads (DSLs) in their academy responsible for their safety and welfare. They know who they are and that they have a right to speak to these members of staff. There is a display in each academy identifying the DSLs and pupils are made aware of this. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard, and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known. Pupils will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why. All pupils will be given clear instruction that they can speak to any member of staff they feel comfortable talking to, whether that be a DSL or not.

### **3.2 Partnership with Parents**

Federation schools share a purpose with parents and carers to keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly, and honestly. We ensure that all parents and carers are treated with respect, dignity, and courtesy. We respect parents' and carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so to protect a child.

Federation schools will, in most circumstances, endeavour to discuss all concerns with parents and carers about their children. However, there may be exceptional circumstances when the schools will discuss concerns with social care and/or the police without parental knowledge (in accordance with relevant guidance). Federation schools will aim to maintain a positive relationship with all parents and carers. The Mossbourne Federation's Child Protection and Safeguarding Policy is available on request and via each Academy's website.

If a parent has a concern regarding the actions of an adult within the academy, they should contact the Senior Designated Safeguarding Lead (SDSL), Principal or Chair of Governors.

### **3.3 Partnerships with Others**

The Mossbourne Federation recognises that it is essential to establish positive and effective working relationships with all relevant external agencies but especially our local safeguarding partnerships (the local authority, police, and clinical commissioning groups). There is a joint responsibility on all relevant agencies to share information to ensure the safeguarding of all children. The Mossbourne Federation will contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2023. This includes providing a coordinated offer of early help when additional needs of children are identified and allowing access to the three safeguarding partners where appropriate. DSLs will contribute to inter-agency plans to provide additional support to children subject to child protection plans and to Section 17 and Section 47 assessments.

Staff must be aware that any child may benefit from early help but should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour;
- including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, home or care;
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit;
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing alcohol and other drugs themselves;
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child.

### **3.4 Identifying children who may have been significantly harmed**

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

All staff must read and follow the statutory guidance for schools and colleges 'Keeping Children Safe in Education (2025) – Part One: Safeguarding information for all staff'. It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Abuse, neglect, exploitation and safeguarding issues are rarely stand-alone events that can be covered by one label. In most cases, multiple issues will overlap with one another. Safeguarding incidents and/or behaviours can be associated with factors outside the school and all staff, but especially DSLs, should assess the risks and issues in the wider community (contextual safeguarding) when considering the well-being and safety of pupils, acknowledging that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms. Behaviours which may put children at risk of harm could include but are not limited to; drug or alcohol misuse, unexplainable and/or persistent absences from education and the consensual/non-consensual sharing of nude or semi-nude/videos.

All staff should be aware of the indicators of abuse, neglect and exploitation and if they are unsure, they should speak to a DSL.

**Harm** means ill-treatment or impairment of development and health, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and

mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse** is any 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/ 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** 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.

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that 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 expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 in 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 can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers);
- ensure access to appropriate medical care or treatment;
- be responsive to a child's basic emotional needs.

**Exploitation** is an abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in child criminal exploitation (CCE) or child sexual exploitation (CSE). Further details can be found on CCE and CSE later in this document.

Children are taught about safeguarding in line with a broad and balanced curriculum and age appropriate/ individual needs. RSHE co-ordinators ensure that Relationships Education (Primary), Relationships and Sex Education (Secondary) and Health Education (all schools) is delivered in line with [Statutory Guidance: relationships education, relationships and sex education and health education](#). More guidance and resources can be found at [DfE One Stop Shop](#).

### **3.5 Taking action to ensure that children are safe at school and home**

All concerns regarding the welfare of pupils must be recorded using the incident or report form (Appendix 1 and 1a) and passed to a DSL via the relevant platform prior to any discussion with parents.

#### **3.5.1 What all staff must report**

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child / young person.
- Any concerns regarding person(s) who may pose a risk to children (e.g., living in a household with children present).
- Any concerns that relate to any of the safeguarding areas covered in Section 8 of this policy.
- Any concerns regarding the actions of a member of staff, even if it is a 'nagging doubt' or does not reach the threshold of harm.

#### **3.5.2 Managing disclosures**

Disclosures or information that a child has been harmed may be received from pupils, parents or other members of the public. Federation schools recognise that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Staff will be mindful that children may not be ready or know how to disclose but this should not prevent staff having a professional curiosity and speaking with a DSL where there is a concern. Accordingly, all staff will handle disclosures with sensitivity. All staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- not promise secrecy;
- clarify the information without asking leading or probing questions;
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- try not to show signs of shock, horror or surprise;
- try not to express feelings or judgements regarding any person alleged to have harmed the child;

- explain sensitively to the child or young person that they have a responsibility to refer the information to a DSL;
- reassure and support the child or young person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the child will be involved as appropriate;
- after the disclosure consider the child's social sphere and settings beyond school;
- if the child has disclosed that they are at immediate risk of harm or violence, the child should not be permitted to leave site without the permission of a DSL;
- not ask a child to make a written statement;
- after the disclosure, make a written record of what the child has said using the relevant platform;
- follow up any verbal conversations held with a DSL in writing using the initial concern form in the relevant platform;
- inform the most senior member of staff on site of the disclosure/concern if no DSL is on site.

### **3.5.3 Actions by a Designated Safeguarding Lead (DSL)**

Following any information raising concern a DSL will:

- act upon all new alerts on the relevant platform dashboard on the day of receipt;
- consider the child's wishes and feelings, but not promise confidentiality;
- consider any urgent medical needs of the child;
- consider all contextual safeguarding elements surrounding a child and include this detail in referrals and conversations with social care;
- make an immediate referral to social care if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being;
- consult with social care if they are uncertain whether a referral is required;
- decide if further monitoring is necessary and agree how this will be undertaken;
- decide if it would be appropriate to undertake an assessment (e.g., CAF) and/or make a referral or pass information to other services;
- where the DSL is different from the SDSL, keep them informed of the concern and its outcome;
- record all information and actions taken, including the reasons for any decisions made, on the child's safeguarding file.

### **3.5.4 Actions following a child protection referral to social care or the police**

A DSL will:

- maintain contact with the relevant agency/s and assigned person/s;
- contribute to any Strategy Discussion and Strategy Meeting that takes place;
- provide a report for and/or attend and contribute to any 'Child Protection Conference';
- provide a report for and/or attend and contribute to any Core Group Meetings for any child subject to a Child Protection Plan or Child in Need Plan;
- where a child is on a Child Protection Plan and moves from the school or goes missing, immediately inform the child's Social Worker.
- liaise with the Principal to inform them of issues, especially ongoing enquiries under section 47 of the Children's Act and police investigations. This should include being aware of the requirement for children to be supported by an Appropriate Adult.

### **3.5.5 Dealing with disagreements and escalation of concerns**

Effective 'working together' depends on an open approach and honest relationships between agencies. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, inaction or decisions of another agency do not adequately safeguard a child.

Disagreements can arise in several areas but are most likely to arise around: levels of need, roles and responsibilities, the need for action, progressing plans and communication.

Where professionals consider that the practice of other professionals is placing children at risk of harm, they must be assertive, act swiftly and ensure that they challenge the relevant professionals.

A DSL will:

- Keep the SDSL of their academy informed;
- contact the appropriate line/unit manager in Children's Social Care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing;
- contact the appropriate line/unit manager in Children's Social Care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing.

If the above does not resolve the concern, then the SDSL will:

- Use the relevant social care escalation policy;
- Inform the Principal of their academy that they are using a social care escalation policy;
- Inform the Mossbourne Federation's SDSL that they are using a social care escalation policy;

### **3.6 Use of Reasonable Force to Safeguard**

All staff recognise that there may be circumstances when they may need to make physical contact or use reasonable force to safeguard children, for example guiding a young child to safety by the arm when crossing a road or breaking up a fight. Reasonable means 'using no more force than is needed'. The decision as to whether to make physical contact with a child or use reasonable force to safeguard a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. When making physical contact or using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions staff should consider the additional vulnerability of these groups. The Federation aims to minimise the number of incidents that require the use of reasonable force by planning for positive and proactive behaviour support in its schools. For all other matters pertaining to the use of reasonable force staff should familiarise themselves with the policy of the Academy in which they primarily work. All use of force must be self-referred in line with the restraint procedure.

### **3.7 Extended School and Off-Site Arrangements**

Where extended school activities are provided by and managed by a federation school, the Mossbourne Federation's Child Protection and Safeguarding Policy and procedures apply. If other

organisations provide services or activities on a federation school site without federation staff present or if federation staff are working outside of their federation role, for example as a sports coach, the governors will check that appropriate procedures are in place. All groups must declare that they have safeguarding procedures in place, and this is reflected in the hire/ lease agreements used.

When our pupils attend off-site activities, including day and residential visits and/or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance with each academy's Risk Assessment Protocol.

### 3.8 Online Safety

The Mossbourne Federation recognises that its pupils will use internet enabled devices at some time. They are a source of fun, entertainment, communication and education. However, the use of technology has become a significant component of many safeguarding issues including Child Sexual Exploitation and Radicalisation. We know that both adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, behaviours, web cam photography or face-to-face meetings. Cyber-bullying by pupils via different messaging platforms will be treated as seriously as any other type of bullying and managed through our Behaviour Policies and anti-bullying procedures regardless of whether it takes place on an academy site. Online safety is covered both as part of RSHE and in other parts of the curriculum.

Social media, chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour, which pupils are **not allowed to access in any federation school**. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and the school will encourage parents to consider measures to keep their children safe when using social media.

Online safety can be categorised into four areas of risk:

- *content*: being exposed to illegal, inappropriate or harmful content e.g., 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 e.g., peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- *conduct*: personal online behaviour that increases the likelihood of, or causes, harm e.g., 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

SDSLs, relevant Senior Leaders and RSHE Leads have familiarised themselves with the DfE guidance [Teaching online safety in schools](#) which outlines how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements. Further guidance about online safety can be found at:

- [Education for a connected world](#)
- [Let's discuss British Values](#)

- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Thinkuknow](#)
- [Every Mind Matters](#)
- [Harmful online challenges and online hoaxes](#)
- [LGFL Undressed](#)

If pupils or staff are at risk of phishing or financial scams DSLs can report it to the Anti-Phishing Working Group at <https://apwg.org/>.

The Mossbourne Federation is doing what it reasonably can to limit our pupils' exposure to online risks through the schools' IT systems. We have appropriate filters and monitoring systems in place to prevent children being exposed to illegal, inappropriate or harmful materials or being subjected to harmful online interaction with other users. The academy will annually audit the filtering and monitoring processes in line with guidance from the DfE- [plan for your school](#). This audit will ensure any gaps in the identification of staff, their roles and responsibilities are identified.

This will act as a monitoring process of the systems in place to filter content and ensure the relevant standards are met and that all harmful and inappropriate content is blocked. All staff, including senior staff and governors, will receive appropriate training around the expectations in relation to filtering and monitoring. Each school will have a specific DSL who will review any concerning content and take appropriate action.

The Federation Head of IT Services will have responsibility for ensuring that there is an appropriate level of security protection and that these are reviewed and audited periodically using the DfE guidance. All staff complete training in cyber security and forwarded regular updates regarding the potential risks, e.g., phishing emails. This work is overseen and monitored by the governance of the risk and controls committee. The Federation Head of IT services will consider all relevant support and guidance including:

- UK Safer Internet Centre: <https://saferinternet.org.uk/guide-andresource/teachers-and-school-staff/appropriate-filtering-and-monitoring>. The UK Safer Internet Centre produced a series of webinars for teachers on behalf of the Department. These webinars were designed to inform and support schools with their filtering and monitoring responsibilities and can be assessed at <https://saferinternet.org.uk/blog/filtering-and-monitoring-webinars-available> .
- Use of the South West Grid for Learning (<https://swgfl.org.uk/> ) [tool](#) to check whether a the federation filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content)
- When the federation is considering what to buy and how to buy consider: [schools buying strategy](#) with specific advice on procurement here: [buying for schools](#) .

The Department has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely and explains how filtering and monitoring requirements apply to the use of generative AI in education.

### **3.9 Photography and Images**

Most people who take or view photographs or videos of children do so for entirely understandable and acceptable reasons. However, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils, we:

- seek their consent (where appropriate) for photographs to be taken or published;
- seek parental consent;
- ensure pupils are appropriately dressed;
- only use school equipment to store images of children;

### **3.10 Safeguarding Children at greater risk of abuse**

We recognise that some groups are more vulnerable than others and for this reason staff should familiarise themselves with, and be mindful of, these groups always in relation to child protection and safeguarding.

#### **3.10.1 Safeguarding Children with SEND or certain health conditions**

All staff will recognise that there are additional safeguarding challenges for children with SEN and disabilities including:

- Higher risk of peer group isolation;
- Disproportionate impact of bullying;
- Difficulties with communication;
- Assumptions that indicators of possible abuse such as behaviour, mood, and injury may relate to their SEN or disability without further exploration.

With the above in mind Federation schools ensure that children on the SEND Register receive a greater availability of mentoring and support. It is essential that staff never make assumptions that indicators of possible abuse relate to a child's SEND or disability and should always complete an initial concern report or incident if they are concerned. This must be done via the relevant platform.

The staff working with responsibility for working with children with SEND will be mindful of the further guidance and information:

[SEND Code of Practice 0-25 Years](#)

[Supporting Pupils at School With Medical Conditions](#)

[Find your local IAS service](#)

[Mencap](#)

[NSPCC Safeguarding Children with SEND](#)

[NSPCC Safeguarding child protection for deaf and disabled children and young people](#)

#### **3.10.2 Safeguarding Children with Family Members in Prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including but not limited to: poverty; stigma; isolation; and poor mental health. As such, should a staff member become aware that a pupil

has a parent or close family member in prison, they should report this to a DSL through the normal procedures. DSLs will refer to the guidance from the National Information Centre on Children of Offenders (NICCO) to mitigate the negative consequences for those children.

### **3.10.3 Safeguarding Children involved in the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them, crimes they are accused of, or for crimes they have witnessed. Children are also sometimes involved in the family courts e.g., when child arrangements are being made. This can be stressful for children. As such, should a staff member become aware that a pupil is involved in the court system, they should report this to a DSL through the normal procedures.

DSLs may make use of the appropriate guides to support children:

[5–11-year-olds](#)

[12–17-year-olds](#)

### **3.10.4 Safeguarding Children with a Social Worker**

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers in relation to attendance, learning, behaviour and mental health. DSLs who take these needs into account when making plans to support pupils who have a social worker. Should staff become aware that a child has a social worker they must not presume that a DSL is already aware of this and should report this to a DSL through the normal procedures.

DSLs should be involved in the academy response to challenging behaviour from a child with a social worker. The DSL recognises their duty to keep a social worker up to date with any non-attendance, behaviour developments, support or sanctions in place.

### **3.10.5 Safeguarding Looked After Children (LAC) and Previously Looked After Children (PLAC)**

We recognise that the most common reason for children becoming looked after is as a result of abuse and/or neglect and therefore, likely to have had significant ACEs (Adverse Childhood Experiences). LAC and, potentially, PLAC remain vulnerable and can face educational barriers in relation to attendance, learning, behaviour and mental health. When dealing with LAC and PLAC we recognise that it is important that all agencies work together, and prompt action is taken when necessary to safeguard this particularly vulnerable group. To this end every academy has a Designated Teacher who works with the local authorities to promote the well-being and educational achievement of this group. The Designated Teacher (and the SDSL where different) has full regard for the statutory guidance on [The Role and Responsibilities of the Designated Teacher](#). Should staff become aware that a child is a LAC or PLAC they must not presume that the academy in which they work is already aware of this and should report this to a DSL through the normal procedures.

### **3.10.6 Safeguarding Children who are Homeless or at Risk of Becoming Homeless**

We recognise that being homeless or being at risk of becoming homeless presents a real risk to a pupil's welfare. As such, should a staff member become aware that a pupil is homeless or at risk becoming homeless, they should report this to a DSL through the normal procedures. In most cases DSLs will be considering homelessness in the context of children who live with their families; it is also recognised for Years 11-13 this may not be the case and so DSLs are best placed to ensure referrals are made based on the child's circumstances

## **4. Providing a safe and supportive environment**

### **4.1 Safer Recruitment and Selection**

The Mossbourne Federation pays full regard to the statutory guidance for schools and colleges 'Keeping Children Safe in Education (2025) – Part Three: Safer Recruitment' including the addition that Section 128 checks also apply to central services staff, trustees and governors.

All relevant staff are required to complete the 'Federation Early Years Disqualification Disclaimer Form' (appendix 5). Relevant people include, anyone working with children of reception age or younger, and children between five and eight years old in an out of school setting e.g., breakfast clubs or afterschool care, this includes managers who are responsible for the staff that directly supervise the children.

The Federation ensure that all appropriate measures are applied in relation to everyone who works in regulated activity in a Mossbourne Academy and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, conducting online searches, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and Barring Service (DBS) and additional checks for individuals who have lived or worked outside the UK. Candidates are informed that these checks will be carried out. The federation will use the DBS update service [gov.uk](https://www.gov.uk) to confirm no new information has been added to an employee's record since issue. Each academy within the Mossbourne Federation keeps an up-to-date Single Central Record.

### **4.2 Safe Practice**

The Mossbourne Federation adopts safe working practices for the protection of students and staff. These are detailed in the Mossbourne Federation Code of Conduct that all staff must read, understand and agree to comply with. Staff must also note that if there are any changes to their relationships and associations (including online) which may have an implication for the safeguarding of children then they must inform the Federation of these.

#### **4.2.1 Identification**

All staff must always have their staff photo identification and green 'staff' lanyard on their person when on the site of a Mossbourne academy.

Visitors to a Mossbourne academy who are DBS 'cleared' must always wear the yellow 'visitor' lanyard when on site, indicating that they are not an employee of the Mossbourne Federation but that they may walk freely around the site without supervision.

Visitors to a Mossbourne academy who do not have DBS 'clearance' must always wear the red 'visitor' lanyard when on site, indicating that they are not an employee of the Mossbourne Federation and **must** be always supervised by a staff member. If a visitor wearing the red lanyard does not appear to be supervised, then staff must approach the visitor and enquire who they are with and physically return them to the appropriate supervision.

Blue lanyards denote those who may work regularly on an academy site but as a third-party contractor for example, a member of the catering or cleaning team. The blue lanyard demonstrates that whilst the member of staff is undertaking regulated activity, they are not subject to academy protocols, policies or training; the responsibility for this sits with the employer.

The coloured lanyard system is a visual guide to aide in the identification of potential intruders but is not to be fully relied upon. Staff should always remain vigilant and challenge any adult they do not recognise, especially if their behaviours cause concern, regardless of the colour of their lanyard.

### **4.3 Training and Staff Induction**

The Mossbourne Federation's DSLs and Governors with designated responsibility for safeguarding have undertaken the child protection training for Designated Safeguarding Leads. They will undertake the refresher training for Designated Safeguarding Leads at two yearly intervals and the SDSL will undertake Prevent awareness training. In addition, all DSLs will update their knowledge and skills at regular intervals, as required, to allow them to understand and keep up with any developments relevant to their role.

All other federation staff, including non-teaching staff, will undertake mandatory appropriate safeguarding/child protection training at induction to enable them to carry out their responsibilities for safeguarding effectively. This mandatory online training will be delivered through the National College Training Platform.

Annual compliance is completed and monitored through the National College Platform. It is completed by all Federation staff who confirm that they have read:

- the Federation Child Protection and Safeguarding Policy;
- the Federation Code of Conduct
- the Federation Whistleblowing Policy
- Keeping Children Safe in Education part 1 and part 5

All governors will complete the same mandatory online safeguarding training as other school staff. Governors will be provided with updates pertinent to their context at each Local Governing Board meeting.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the Mossbourne Federation's Child Protection and Safeguarding Policy and informed of the safeguarding arrangements for the academy in which they are working, on induction.

### **4.4 Visiting Speakers' Procedure**

Under the Prevent Duty schools are expected to have clear guidance on the management of visiting speakers.

*“Specified authorities will need to...[have] robust safeguarding policies in place to identify children at risk...These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised. (Prevent Duty Guidance in England and Wales HM Government 2023)*

Each academy operates its own ‘Visiting Speakers Procedure’ which staff must refer and adhere to. The Mossbourne Federation’s approach to equality is based on seven key principles (Appendix 2).

#### **4.5 Educational Visits**

All staff who wish to run a visit/trip must have undergone training from the Educational Visits Co-ordinator at the Academy in which they work. Staff should refer to Educational Visits Policy of the Academy in which they work for further information. All staff should be aware that if children are staying with parents from overseas as part of an exchange, they need to have an enhanced DBS check. The member of staff who is responsible for the trip must ensure that any third-party parties have appropriate risk assessments in place for any activities undertaken. They should also ensure that adequate safeguarding measures are in place.

#### **4.6 Support, advice and guidance for staff**

All staff are aware that should they need advice or guidance in relation to a safeguarding or child protection matter they must speak with a DSL. If staff need personal support following a child protection or safeguarding matter DSLs will be able to assist or know how to signpost staff appropriately.

DSLs are aware that should they need support they can receive this from a fellow DSL or the SDSL at either their academy or another Mossbourne Academy. SDSLs are aware that should they need support they can receive this from the Mossbourne Federation’s SDSL or the Principal of their Academy. If they are the Principal of their academy, they can also seek support from the Mossbourne Federation’s CEO and Federation Safeguarding Governor.

## **5. Confidentiality and Child Protection Files**

The Mossbourne Federation operates with regard to ‘Information Sharing: Advice for practitioners providing safeguarding services 2024’. All SDSLs must read and understand this guidance. In addition, the Mossbourne Federation has full regard for the ‘General Data Protection Regulation 2018’, and the ‘Data Protection Act 2018’. Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration and indeed KCSIE 2025 paragraph 55 says *‘The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.’*, this includes allowing practitioners to share information without consent in certain circumstances.

DSLs will ensure:

- information is shared where a child is or may be at risk of significant harm;
- pupils’ and/or parents’ confidentiality is respected;
- that any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

To keep children safe and provide appropriate care for them, each academy requires and requests from parents and carers accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details (if different from above);
- any relevant court orders in place including those, which affect any person's access to the child (e.g., Residence Order, Contact Order, Care Order, Injunctions etc.);
- name and contact details of GP;
- any other factors which may impact on the safety and welfare of the child.

All child protection and safeguarding documentation is collated and securely stored by DSLs via the relevant platform. This is 'separate from the child's main school file, only accessible to the DSLs of that academy, the Principal of that academy, the Mossbourne Federation's SDSL, and the CEO. DSLs use the relevant platform to maintain a 'Safeguarding Register' that identifies which pupils have child protection files. These records will be transferred to any school the pupil moves to, clearly marked for the attention of the DSL or directly through the relevant platform if possible. If a federation academy is the last known school that a child attends, then they will adhere to current guidance from the Data Commissioner regarding safe retention and destruction of the child protection/ safeguarding file. The SDSL will seek appropriate advice in respect of forwarding child protection files abroad.

## **6. Roles and Responsibilities**

### **6.1 Governing Bodies**

Governing bodies will ensure that:

- each academy has a child protection and safeguarding policy and procedures in place that are in accordance with statutory guidance;
- the policy is made available to parents on request and via the academy website;
- each academy operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- a senior member of the school's leadership team at each academy is designated to take lead responsibility for safeguarding;
- there is a named governor lead for safeguarding;
- staff undertake appropriate safeguarding/child protection training, at regular intervals;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the CEO;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place regarding safeguarding children and liaises with the school on these matters where appropriate;
- policies and procedures for child protection and safeguarding are reviewed annually;
- they are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 and their local multi-agency safeguarding arrangements;
- due consideration is given to the filtering and monitoring of the IT systems; this is done through the Federation Risks and Controls Committee.

## **6.2 Principals**

Principals will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the SDSL and DSLs to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings e.g., Child Protection Conferences and Core Group meetings;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the Whistle Blowing Policy;
- all pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- they have completed Safer Recruitment training;
- the procedure for managing allegations against staff is known to staff;
- they fulfil their duty for managing allegations against staff effectively and refer relevant concerns to the Local Authority Designated Officer (LADO);
- that anyone who has harmed or may pose a risk to a child is referred to the DBS;
- a senior manager is appointed to deal with allegations against staff in their absence;
- recognise that the academy continues to have a safeguarding responsibility to any pupil placed at an alternative provision and that they are satisfied that the provider can meet the safeguarding needs of that pupil. This includes written confirmation of safeguarding provisions; this could be provided by means of a published safeguarding policy.

## **6.3 Senior Designated Safeguarding Leads (SDSLs) and Designated Safeguarding Leads (DSLs)**

DSLs will:

- recognise how to identify signs of abuse and know when it is appropriate to make a referral to Children's Social Care;
- have knowledge of relevant escalation policies, the Local Authority Designated Officer (LADO) role, conduct of a child protection case conference and be able to attend and contribute to these;
- refer cases of suspected abuse or allegations to Children's Social Care and maintain a record of all referrals;
- act as a source of support, advice and expertise within each academy utilising updated guidance, resources and information provided in KCSIE 2025;
- understand the importance of information sharing both within the school and other institutions and agencies;
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc;
- obtain access to resources and attend any relevant or refresher training courses every two years;
- be aware of children who have a social worker;
- meet with parents and liaise with the local authority when a parent chooses Elective Home Education to ensure that it is in the best interest of the child;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

In addition, SDLs will:

- liaise with the Principal (and where appropriate the CEO) to inform them of any issues and ongoing investigations and ensure in their absence there is always cover for the role;
- ensure that all staff have access to and understand the Mossbourne Federation's Child Protection and Safeguarding policy;
- liaise with the virtual school heads to promote educational achievement of previously looked after children;
- ensure that all staff have induction training, regular training updates and complete annual compliance;
- help promote educational outcomes by sharing relevant information about the welfare, safeguarding and child protection issues for a student and/or cohort with all staff and/or individual teachers and/or the Senior Leadership Team;
- where a child leaves the establishment, ensure the child protection file is transferred to the new institution in a timely manner and separately from the main pupil file, as well as ensure any relevant external agencies working with the child are informed;
- liaise with the Mossbourne Federation's Senior Designated Safeguarding Lead to ensure the child protection and safeguarding policy is updated and reviewed annually and the Governing Body has been consulted on this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements;
- consult with the Mossbourne Federation's Senior Designated Safeguarding Lead prior to making any changes to their academy's child protection and safeguarding procedures or practices;
- ensure parents are made aware of the child protection and safeguarding policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later;
- take the lead responsibility for online safety and understand the filtering and monitoring systems and processes which are in place.

Principals, SDSLs and DSLs will encourage an environment of mutual challenge both within and outside of the organisation to ensure the best interests of children are always prioritised.

#### **6.4 All staff and volunteers**

All staff and volunteers must:

- fully comply with the Mossbourne Federation Child Protection and Safeguarding Policy and all safeguarding procedures;
- attend appropriate training;
- always complete the Mossbourne Federation Initial Concern Referral Record to inform a DSL of any child protection or safeguarding concern about a child.

## **7. Safeguarding Concerns and Allegations Made About Staff (including supply teachers, volunteers and contractors)**

### **7.1 Allegations regarding person(s) working in or on behalf of the Mossbourne Federation (including volunteers)**

The Mossbourne Federation pays full regard to the statutory guidance for schools and colleges 'Keeping Children Safe in Education (2025) – Part Four: Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers'.

The same principles as in the rest of this document will apply. Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes are recorded. All staff will maintain a culture of vigilance based on the notion that 'it could happen here'.

Staff are expected to always maintain highly professional behaviours and appropriate professional boundaries in line with the Mossbourne Federation Code of Conduct. Staff must use the Federation Whistle Blowing Policy or Low-Level Concern Procedure (appendix 6) if they have concerns regarding the conduct or behaviour of a colleague and they feel that the matter has not been addressed appropriately by the school.

All staff must inform the Principal immediately if they believe another adult, including governors, volunteers, supply teachers, and agency staff, working in a federation academy has:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they would pose a risk of harm to children;
- behaved or may have behaved in a way, including outside of school, that indicates they may not be suitable to work with children;
- engaged with a child on a one-to-one basis in a secluded area or behind a closed door without a valid reason for doing so;
- Acted in a manner towards a child that would constitute a low-level concern (even if this concern is a 'nagging doubt').

Inappropriate behaviour by staff/volunteers could take but is not limited to the following forms:

- Physical - for example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional -for example intimidation, belittling, scapegoating, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- Sexual - for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- Neglect -for example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

If a child makes an allegation about a member of staff, governor, visitor or volunteer, the Principal of the relevant academy should be informed immediately or in the Principal's absence the member of

staff deputising for them. The Principal should urgently consider whether there is substance to the allegation and confirm the next steps, this could result in liaison with the LADO or appointing a member of senior staff to conduct an internal investigation. The Principal should not carry out the investigation themselves or interview pupils.

An allegation from a child may be made through a parent. A parent wishing to raise a complaint on behalf of their child should contact the SDSL, Principal or Chair of Governors.

The Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows:

- if the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Principal will notify the Local Authority Designated Officer (LADO) Team. The LADO will advise about action to be taken and may initiate internal referrals within Children's Social Care to address the needs of children likely to have been affected.
- if it is not clear whether the actions of the member of staff raise child protection concerns, the Principal must immediately seek advice from the Local Authority Designated Officer
- if the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns or meet the harms threshold, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures. 'Low level concerns' could 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.
- if the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

After any allegations of abuse have been made the Principal should be aware that there are a range of specified outcomes: substantiated; malicious; false; unsubstantiated; unfounded.

Where an allegation has been made against a Principal, then the CEO takes on the role of liaising with the LADO team in determining the appropriate way forward. Where an allegation has been made against the CEO then the Chair of the Central Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of these specific procedures refer to the local children's safeguarding board.

## **7.2 Concerns about safeguarding practices within a specific academy or the Mossbourne Federation**

All staff, parents and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the safeguarding regime and know that they will be taken seriously by the senior leadership team. Staff and volunteers should familiarise themselves with the whistleblowing procedures.

Where a staff member feels unable to raise an issue about safeguarding practice/s with the SDSL or Principal in their academy, and it is not an allegation against a member of staff, they may raise this with the Mossbourne Federation's SDSL and/or the Mossbourne Federation's CEO.

Where a staff member feels unable to raise an issue internally or feels that their genuine concerns are not being addressed, they should be aware of the following:

- advice on Whistleblowing [www.gov.uk/whistleblowing](http://www.gov.uk/whistleblowing);
- contact details for their local authority designated officer;
- the NSPCC's helpline 0800 028 0285.

## **8. Further Information on Specific Safeguarding Areas**

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, gang related activity and promoting positive behaviour. Further information on some of the specific safeguarding areas that are relevant to children in the Mossbourne Federation can be found in this section.

### **8.1 Children Missing Education (CME) and Absent from Education**

All staff should be aware that children going missing, particularly repeatedly, can act as vital warning sign of a range of safeguarding possibilities including CSE and CCE. CME are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. As such, early intervention is vital, and staff will monitor pupils' attendance through the daily registers and refer all cases of concern. The Federation will always follow up with parents/carers when children are not at school and so insists that it has at least two emergency contacts, including telephone numbers, for each child.

In response to KCSIE 2025 each academy:

- has staff who understand what to do when children do not attend regularly;
- has appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions);
- has staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage;
- has procedures to inform the local authority when parents request to take pupils off-roll when they:
  - leave school to be home educated
  - move away from the school's location
  - remain medically unfit beyond compulsory school age
  - are in custody for four months or more (and will not return to school afterwards); or
  - are permanently excluded;
- ensures that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority;
- makes sure when a pupil leaves the school, that the name of the pupil's new school and their expected start date are recorded.

In addition, all academies will refer any concerns about CME or children who are absent from education to the Education Attendance Service (Synergy), the Local Authority and Children's Social Care.

School Leaders will act in accordance with ['Children missing education'](#) and the statutory guidance [Working together to improve school attendance](#).

## **8.2. Serious Violent Crime**

All staff should be aware of the associated risks of being a victim or perpetrator of serious violent crime and the indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include but are not limited to:

- increased absence;
- a change in relationships particularly with older individuals;
- a significant decline in performance;
- self-harm or a significant change in wellbeing;
- signs of assault or unexplained injuries;
- unexplained gifts or new possessions.

All staff should recognise that there are a range of risk factors which increase the likelihood of involvement in serious violence. These risk factors include being male, frequent absence from school, permanent exclusion, a victim of child maltreatment, being involved in offending such as theft or robbery. Should staff become aware of an incident involving serious violent crime they must report it to a DSL immediately as they would any safeguarding concern. DSLs will familiarise themselves with the Home Office's ['Preventing youth violence and gang involvement'](#).

### **8.2.1 Child Criminal Exploitation (CCE)**

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. It is important to note that both boys and girls can be the victims of CCE but that they may have very different experiences. It is also important to recognise that a child who is the victim of CCE may be at higher risk of sexual exploitation.

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

Some of the following can be indicators of CCE: children who appear with unexplained gifts or new possessions;

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

Should staff become aware of an incident involving CCE they must report it to a DSL immediately as they would any safeguarding concern.

#### **8.2.1.1 County Lines**

County Lines is a term used to describe a type of criminal exploitation. Urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, market or coastal towns.

County lines gangs are highly organised criminal networks that use sophisticated and frequently evolving techniques to groom young people and evade capture by the police. Children can easily become trapped by this type of exploitation. Like other forms of abuse and exploitation, county lines exploitation can affect any child under the age of 18 or vulnerable adult over the age of 18 and can still be exploitation even if the activity appears consensual.

One high risk indicator identifying potential involvement in 'county lines' is missing episodes. This may be accompanied by children discussing travel to other parts of the country, having train tickets for destinations their parents or carers are unaware of or the regular use of taxis. Other indicators specific to county line involvement are:

- being a victim or a perpetrator of serious violence;
- being linked or involved with any commercial element of drugs;
- found in accommodation with which the child has no link;
- owe monies or are subject to a 'debt bond' or seem to have multiple or concern around the use of bank accounts.

Should staff become aware of an incident raising a concern about County Lines they must report it to a DSL immediately as they would any safeguarding concern. DSLs will familiarise themselves with the Home Office's '[Criminal exploitation of children and vulnerable adults: county lines](#)' guidance and the [Home Office and Children's Society County Lines Toolkit](#) . If staff become concerned that a child is being criminally exploited the federation will follow the procedures set out in this document and where appropriate make a referral to the National Referral Mechanism (national crime agency human-trafficking).

#### **8.2.1.2 Child Sexual Exploitation (CSE)**

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 using technology. Child sexual exploitation can occur over time or be a one-off occurrence. It may happen without the child's knowledge (e.g., through the sharing of videos on social media).

- Indicators of child sexual exploitation may include:

- acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- gang-association and/or isolation from peers/social networks;
- suspension or unexplained absences from school;
- 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 of/suspicious 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 include:

- 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) and
- sexual identity.

Although these vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

Should staff become aware of an incident involving CSE they must report it to a DSL immediately as they would any safeguarding concern. If there is a concern that a child is being sexually exploited the Federation will follow the procedures set out in this document and refer to the guidance 'Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)'.

### **8.3 Domestic Abuse**

Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family

members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.

Children are victims in their own right of domestic abuse as a result of the impact of seeing, hearing or feeling the effects of abuse. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Should staff become aware of an incident involving domestic abuse they must report it to a DSL immediately as they would any safeguarding concern. The federation has signed up to Operation Encompass which helps police and schools work together to provide emotional and practical help to children. DSLs ensure they are familiar with the additional advice in relation to Domestic Abuse in KCSIE 2025.

#### **8.4 So called 'Honour-based' abuse**

So-called 'honour-based' violence (HBA) includes all incidents or crimes which have been committed to protect/defend the honour of the family/community. These include but are not limited to FGM, forced marriage, and breast ironing. HBA often involves a wider network of family or community pressure and so individuals and groups in relevant communities need to be alert to the possibility of a child being at risk of HBA or already having suffered HBA.

Should staff become aware of an incident involving HBA they must report it to a DSL immediately as they would any safeguarding concern. If there is a concern that a child is at risk of HBA or may have suffered from HBA then staff will follow the procedures set out in this document and KCSIE.

##### **8.4.1 Female Genital Mutilation**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

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 (but are not limited to): low level of integration into UK society; mother or a sister who has undergone FGM; girls who are withdrawn from PSHE or RSE (where they would learn about FGM); 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. FGM may be likely if parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays). Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include (but are not limited to): difficulty walking, sitting or standing and may even look uncomfortable; spending longer than normal in the bathroom or toilet due to difficulties urinating; spending long periods of time

away from a classroom during the day with bladder or menstrual problems; frequent urinary, menstrual or stomach problems; prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return; reluctance to undergo normal medical examinations; confiding in a professional without being explicit about the problem due to embarrassment or fear; talking about pain or discomfort between her legs.

Should staff become aware of an incident of FGM they must report it to a DSL immediately as they would any safeguarding concern. In addition, where a **teacher** discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. The duty does not apply in relation to at risk or suspected cases.

If a member of staff considers a young person to be at risk of FGM, they should consider this to be an urgent and significant risk of immediate harm and should act as such and as detailed in other parts of this document.

#### **8.4.2 Forced Marriage**

Forced marriage is a crime and defined as a marriage entered into without the full consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or psychological. We recognise that as educators we can play an important role in safeguarding children from forced marriage.

Should staff become concerned about a child and forced marriage they must report it to a DSL immediately as they would any safeguarding concern. DSLs know to contact the Forced Marriage Unit if they need advice or support and will refer to the relevant multi-agency guidelines. DSLs will have an understanding of the resources which can be found at [The Right to Choose](#). In addition, it is a crime to carry out any conduct whose 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.

#### **8.5 Preventing Radicalisation and Extremism (Prevent Duty)**

As part of the Counter Terrorism and Security Act 2015, The Mossbourne Federation will fulfil the Prevent Duty. It is essential that staff can identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

There are three specific objectives to the Government Prevent strategy:

- tackle the ideological causes of terrorism;
- intervene early to support people susceptible to radicalisation;
- enable people who have already engaged in terrorism to disengage and rehabilitate.

Mossbourne staff should be aware of the signs and symptoms of a young person being at risk of becoming radicalised:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g., the swastika for far-right groups);
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

We aim to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils. Each academy also has a robust 'Visiting Speakers' procedures.

The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, federation schools will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Should staff become aware of an incident involving radicalisation or extremism they must report it to a DSL immediately as they would any safeguarding concern. DSLs will follow the procedures set out in this document and where appropriate make a referral to the Channel programme.

## **8.6 Child on Child Abuse**

The Mossbourne Federation recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. It is noted that this abuse can happen both inside and outside of school or online. Children who harm others should be held responsible for their harmful behaviour and school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community. Child on child abuse can take many forms including but not limited to; bullying (including cyber-bullying, prejudice based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse; sexual violence and sexual harassment; causing someone to engage in sexual activity without consent; consensual and non-consensual sharing of nudes/semi-nude photographs and/or videos and initiation type rituals.

The sharing of images is sometimes referred to as 'Sexting' which is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. Sexting does not include the sharing of sexual photos and videos of under 18-year-olds with or by adults as this is a form of child sexual abuse.

Should staff become aware of an incident involving sexting they must:

- report it to a DSL immediately as they would any safeguarding concern;
- never view, download or share the imagery themselves, or ask a child to share or download it –this is illegal;
- report to a DSL if they have viewed the imagery by accident (e.g., the child shows it to them before they could tell the child not to);
- not delete the imagery or ask the child to delete it;
- not ask the child/ren involved in the incident to disclose information regarding the imagery;
- not share information about the incident with other members of staff or the child/ren's parents/carers;

Staff can find more information via the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". The Federation believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. All staff must act on any concern informing a Designated Safeguarding Lead via an initial concern form on the relevant platform. This concern may not be a result of a direct disclosure but may be raised as a result of other avenues of concern such as a change in behaviour or an overheard conversation.

The Federation recognises that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under each academy's Behaviour Policy. Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied.

The Federation recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves. Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to Children's Social Care of the victim(s) and perpetrator(s).

The Federation will support victims of child-on-child abuse by reassuring them that they are being taken seriously, that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting child on child abuse nor ever be made to feel ashamed for making a report. Federation staff recognise that both victim and perpetrator will need support and will consider the proportionality of response on a 'case-by-case' basis.

The Federation will work closely with social care, the police and other agencies following a referral. It will be explained to children that the law is in place to protect children and young people rather than criminalise them. This will be explained in a way that aims to avoid alarming or distressing them.

### **8.6.1 Sexual Violence & Sexual Harassment between children in schools & colleges**

All staff should recognise that sexual violence and sexual harassment can occur between two children of any age and sex, exist on a continuum and may overlap and can occur online and offline. All victims must be taken seriously and offered appropriate support. Staff must note that evidence shows some groups are more at risk than others including girls, children with SEND, and LGBTQ children. Staff must:

- make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- challenge all behaviours that are potentially criminal in nature including grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts;
- not tolerate or dismiss incidents as being “banter”, “just having a laugh”, “boys being boys” or “part of growing up”;
- read the additional information pertaining to child-on-child abuse, sexual violence and sexual harassment found in this document and in part five of Keeping Children Safe in Education 2025;
- reiterate and ensure that young people have open lines of communication to adults, especially young people who are LGBTQ
- act in line with their Academy’s Behaviour Policy and report any incidents of this nature using the initial concern reporting form (Appendix 1 and 1a).

DSLs will have full regard to Part 5: Child on child sexual violence and sexual harassment of Keeping Children Safe in Education 2025 when dealing with incidents of this nature.

DSLs may use a range of resources to support young people including:

- [Harmful sexual behaviour toolkit](#)
- [Shore Space](#)
- [NSPCC learning; Protecting children from harmful sexual behaviour](#)
- [Beyond Referrals](#)
- [Stop it now](#)

### **8.6.2 Upskirting (Voyeurism (Offences) Act 2019)**

The Criminal Prosecution Service (CPS) defines ‘upskirting’ as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person’s clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses, and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders. The Voyeurism (Offences) Act 2019 was changed to criminalise upskirting.

Should staff become aware of an incident involving upskirting they must:

- report it to a DSL immediately as they would any safeguarding concern;
- never view, download or share the imagery themselves, or ask a child to share or download it;

- report to a DSL if they have viewed the imagery by accident (e.g., the child shows it to them before they could tell the child not to);
- not delete the imagery or ask the child to delete it.

### **8.6.3 Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical bullying.

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, can have a significant effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying must be reported and will be managed through the anti-bullying procedures. All pupils and parents are informed of what to do about bullying should they become aware of it. The subject of bullying is addressed at regular intervals. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Principal and the SDSL will consider implementing safeguarding procedures.

### **8.7 Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. 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 can be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools (usually the DSL) 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. The Federation take steps on admission to verify the relationship of the adults to the child who is being registered.

Should staff have a concern that a child is being privately fostered they must report it to a DSL immediately as they would any safeguarding concern.

## 8.8 Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, indeed, non-professional diagnosis, however well meant, can exacerbate or promote mental health problems. Staff are well placed to observe and notice behaviours that may suggest a child is experiencing a mental health problem or be at risk of developing one.

Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a child's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. These include (but not limited to):

- becoming fearful;
- becoming withdrawn;
- developing a low self-esteem;
- becoming aggressive;
- developing a habitual body rocking; affection seeking;
- over-friendliness; excessive clinginess;
- failing to accept support from an appropriate person when significantly distressed;
- demonstrating coercive or controlling behaviours and
- demonstrating a lack of ability to understand and recognise emotions.

Certain groups and individuals are more at risk of developing mental health problems than others. Risk factors are cumulative i.e., children exposed to multiple risks such as social disadvantage, family adversity and cognitive problems are much more likely to develop behavioural problems. Known risk factors for mental health problems include (but are not limited to):

- having a physical illness;
- academic failure;
- communication difficulties;
- neurodivergence;
- being a LAC or PLAC;
- being a Child In Need or subject to a Child Protection Care Plan;
- family breakdown;
- inconsistent or unclear discipline in the family home;
- rejecting relationships; parental psychiatric illness;
- parental criminality, parental substance abuse;
- death and loss (including loss of friendship);
- bullying;
- discrimination;
- deviant peer influences;
- child on child abuse;
- poor teacher relationships,
- being socio-economically disadvantaged;
- being homeless;

- gang involvement;
- overwhelming events e.g., moving house, changing schools, birth of a sibling, accidents, disasters and war.

There is a complex interplay between the risk factors in children’s lives and the protective factors that promote their resilience. The more risk factors there are the more protective factors are needed to act as a counterbalance. The Federation recognises that as schools we play a pivotal role in promoting the resilience of our pupils, particularly for the children with less supportive home lives, who may not have a trusted adult they can talk to. There are two key elements that enable us to identify and support pupils at risk of mental health problems:

- effective use of data (so that changes in pupils’ patterns of attainment, attendance or behaviour are noticed and can therefore be acted upon and
- staff adhering to our effective safeguarding and pastoral systems which include ensuring at least one member of staff knows a pupil well e.g., class teacher or form tutor

The Federation has many DSLs, and has policies, including this one, that provide a structure through which staff can escalate concerns. Every academy in the Mossbourne Federation has a Mental Health Lead, employs an external counselling service, and are involved in local initiatives. This initiative shares aims with the guidance found in [mental health and behaviour in schools’ guidance](#).

Whilst it is recognised that not all mental health problems constitute a safeguarding concern, they frequently do, and as such, should staff have a mental health concern about a child they must report it to a DSL immediately as they would any safeguarding concern. Further information is provided to staff and pupils about the maintenance of good mental health.

### **8.9 Children who are lesbian, gay, bisexual or gender questioning**

It should be noted that guidance in this section relates to Keeping Children Safe in Education 2025 but remains under review pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

Staff are aware that a child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. However, the Cass review identified that caution is necessary for pupil questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder. Staff should manage disclosures around sexuality and gender in line with safeguarding procedures to ensure appropriate information sharing. This will result in appropriate, proportionate and adequate support being in place for the young person. DSLs should work with families when they are seeking support for gender questioning pupils and families should be encouraged to seek clinical help and advice. As such, when supporting a gender questioning child, staff will take a cautious approach and consider the broad range of a pupil’s individual needs, in partnership

with the child’s parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Staff will utilise DfE Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed. The federation recognises the need for clear lines of communication for children and young people in these circumstances and so key pastoral staff routinely reiterate key messages around the access of support.

## Appendix 1 – Online Platform

### Mossbourne Federation Initial Concern Form

Hackney Hub (CPoMS)

The screenshot shows a mobile application interface for reporting a concern. On the left, there is a vertical sidebar with labels for various form sections: Student, Context (season, location, period), Incident, Categories, Linked student(s), Maps, Date/Time, Status, Assign to, Files, Alert Staff Members, Agency involved, and Add to planner. The main area contains the following fields and controls:

- Student:** A text input field with the placeholder "Begin typing a student's name" and a "Back" button in the top right corner.
- Context (season, location, period):** A text input field.
- Incident:** A large text area for describing the incident.
- Categories:** A checkbox labeled "Cause for Concern".
- Linked student(s):** A text input field with the placeholder "Begin typing a student's name" and a note "Type a student's name to link them to this incident".
- Maps:** A small icon representing a map.
- Date/Time:** A date and time picker showing "15/07/2024 11:16".
- Status:** A dropdown menu currently set to "Active" with a note "Monitoring will end if you select 'No Further Action'".
- Assign to:** A text input field with the placeholder "Begin typing a staff member's name".
- Files:** A text input field with a "Click to browse or drag a file to upload" button.
- Alert Staff Members:** A dropdown menu with options for "Year 7 Safeguarding" through "Year 13 Safeguarding" and a note "Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident".
- Agency involved:** A text input field.
- Add to planner:** A checkbox.

Thurrock Hub (My Concern)

**Report a Concern**

Name(s) of Pupil(s)

Please add the Pupil(s) who are the subject of this concern and add any other Pupil(s) you want associated to it.

Concern Summary

Concern Date/Time

Origin of Concern

Details of Concern

Location of Incident

Action Taken

Attachment

## Appendix 2 – Mossbourne Federation’s approach to equality; seven key principles

All learners are of equal value, whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

In the Mossbourne Federation, difference is recognised, respected and valued and diversity is regarded as a strength. The Federation takes account of differences and strives to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. The Federation believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Positive attitudes and relationships are fostered. The Mossbourne Federation actively promotes positive attitudes and mutual respect between groups and communities that are different from each other.

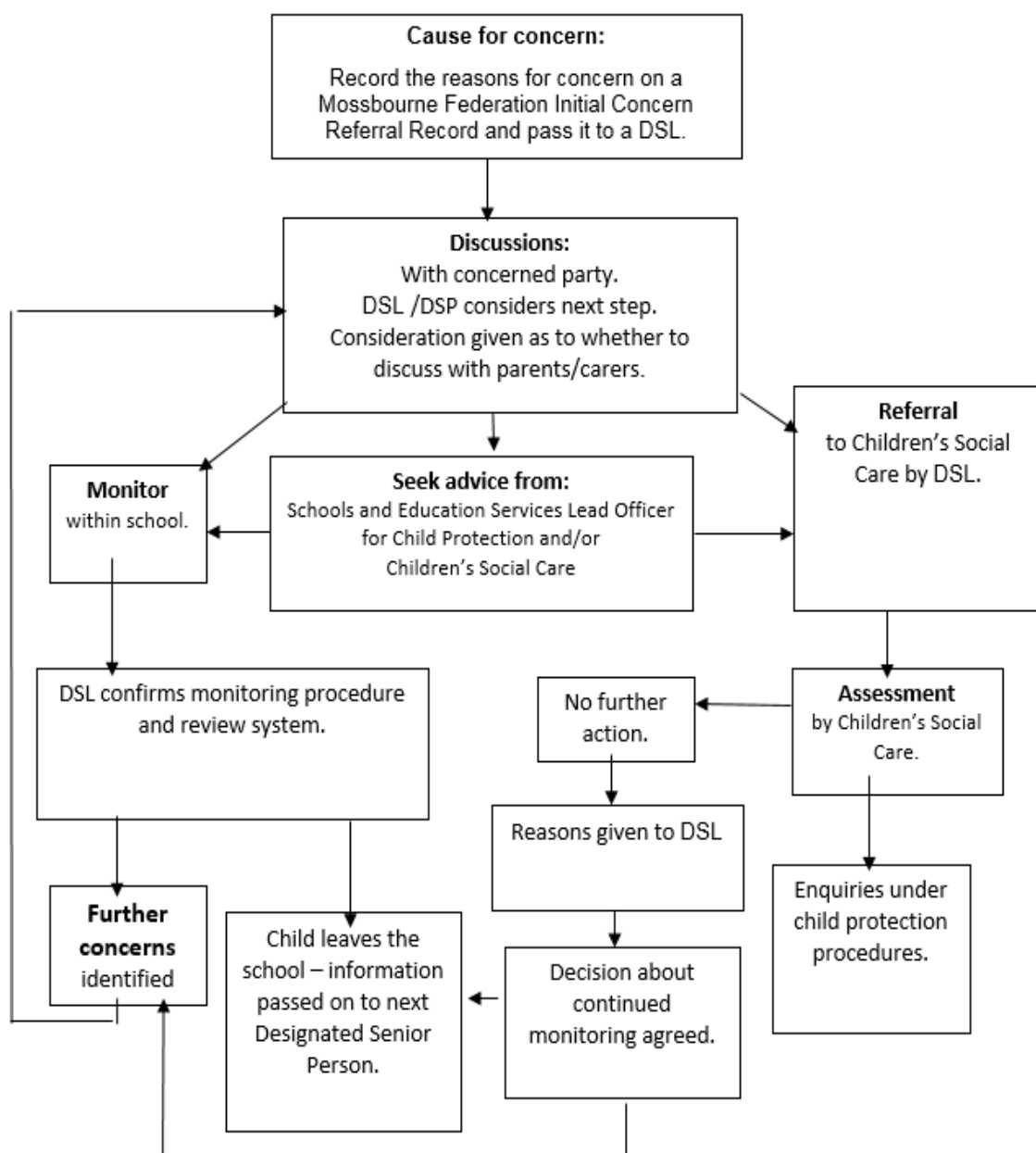
A shared sense of cohesion and belonging is fostered. The Federation wants all members of its community to feel a sense of belonging and to feel that they are respected and able to participate fully in school life.

Good equalities practices are observed for staff. The Federation seeks to ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

There are the highest expectations for all our children. The Federation expects that all pupils can make good progress and achieve to their highest potential.

The Federation works to raise standards for all pupils, but especially for the most vulnerable. The Academy believes that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole Academy.

### Appendix 3 – Chart: responding to concerns about a child in a federation school



## **Appendix 4 – Confirmation of Annual Compliance Documents, shared via the National College platform**

- Federation Child Protection and Safeguarding Policy
- Federation Staff Code of Conduct
- Federation Whistleblowing Policy
- Keeping Children Safe in Education Parts 1 and 5

## Appendix 5 - Federation Early Years Disqualification Disclaimer Form

### Federation Staff Self Declaration

All staff who meet any/all of the following criteria within any Federation Academy should complete this declaration;

- **Staff Involved in the provision of childcare for children up to reception age.**
- **Staff involved with childcare provision outside of school hours with children up to 8 years of age.**
- **Staff in direct management of the above provisions.**

**This is a statutory form**, required by the Department for Education on the application of Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (“the 2018 Regulations”) and Obligations under the Childcare Act 2006 in schools.

This declaration is compliant with Section 175 of the Education Act 2002, Paragraph 7(b) The Education [independent Schools Standards] Regulations 2014, and Paragraph 3 of the schedule to the Education [non-Maintained Special Schools] (England) Regulations 2011.

*NB: Providing information found to be false, may lead to dismissal and possible criminal charges.*

**1. Have you ever had Child Care Registration Refused for a child in your care?**

- Yes  
 No

If yes, please give details:

**2. Have you ever had a child in your care placed under a care order?**

- Yes  
 No

If yes, please give details:

**3. Have you ever received any criminal convictions either in the United Kingdom, or Overseas?**

- Yes  
 No

If yes, please give details:

**I hereby certify that the above information is truthful and accurate to the best of my knowledge.**

Full Name	Signature	Date

## Appendix 6- Low Level Concerns Procedure

If the actions of a member of staff, and the consequences of the actions, do not raise credible child protection concerns or meet the harms threshold (low level concern), but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures and as directed by the SDSL for the site. 'Low level concerns' could 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.

The Federation endeavours to create an environment where staff are encouraged and confident to self-refer should they have found themselves in a situation which may have been misinterpreted, might appear compromising to others and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low level concerns should be confidentially shared with either the SDSL or the Principal in a timely fashion. The Principal is the ultimate decision maker in respect of all low-level concerns. All concerns will be recorded in writing by the Principal or the SDSL. The name of the individual sharing should be noted, if the individual wishes to remain anonymous then that can be respected as far as reasonably possible. These records will be stored securely in line GDPR and data protection guidance. These records will be stored until the individual leaves their employment. The recording document should include:

Date concern was raised	Concern raised by	Concern raised about	Details of the concern	Context of the concern	Action(s) taken	Notes/ Rationale

These records should be reviewed regularly by the SDSL and Principal so that patterns of concerning behaviour can be identified. Where patterns are identified, further action including a referral to the LADO should be considered. It should also be considered if there is a wider, academy based cultural issue that enables this behaviour and whether actions should be taken to address this.

## Appendix 7 – Mossbourne Federation DSLs and Nominated Safeguarding Governor

<b>Mossbourne Federation’s Senior Designated Safeguarding Lead</b>		
<b>Name</b>	<b>Role</b>	<b>Email</b>
Katherine Duller	Vice Principal, MCA	<a href="mailto:kduller@mca.mossbourne.org">kduller@mca.mossbourne.org</a>

<b>Mossbourne Federation’s Nominated Governor for Child Protection and Safeguarding</b>
Maggie Kalnins, Central Federation Board

<b>Senior Designated Safeguarding Leads in each Academy</b>	
<b>Mossbourne Community Academy</b>	Ben Haines (child related) and Nuala Dawson (administration/training related)
<b>Mossbourne Fobbing Academy</b>	Nicola Jeffery
<b>Mossbourne Herd Lane Academy</b>	Karina Garrick
<b>Mossbourne Parkside Academy</b>	Maeve Kelly
<b>Mossbourne Port Side Academy</b>	Andrew Scott
<b>Mossbourne Riverside Academy</b>	Amy Wood
<b>Mossbourne Victoria Park Academy</b>	Samuel Wells

## Appendix 8 - Specific Safeguarding Information

<b>Mossbourne Community Academy</b>		
<b>Name</b>	<b>Role</b>	<b>Email</b>
Katherine Duller	Vice Principal- Pastoral <b>Federation Safeguarding Lead</b>	<a href="mailto:kduller@mca.mossbourne.org">kduller@mca.mossbourne.org</a>
Benjamin Haines	Assistant Vice Principal <b>Senior Designated Safeguarding Lead</b>	<a href="mailto:bhaines@mca.mossbourne.org">bhaines@mca.mossbourne.org</a>
Nuala Dawson	Assistant Vice Principal <b>Senior Designated Safeguarding Lead</b>	<a href="mailto:ndawson@mca.mossbourne.org">ndawson@mca.mossbourne.org</a>
Jane Sames	Senior Vice Principal	<a href="mailto:jsames@mca.mossbourne.org">jsames@mca.mossbourne.org</a>
Matthew Farley	Senior Pastoral Lead	<a href="mailto:mfarley@mca.mossbourne.org">mfarley@mca.mossbourne.org</a>
Ian Deledicq	Vice Principal and Head of Sixth Form	<a href="mailto:ideledicq@mca.mossbourne.org">ideledicq@mca.mossbourne.org</a>
Neil Robinson	Assistant Vice Principal	<a href="mailto:nrobinson@mca.mossbourne.org">nrobinson@mca.mossbourne.org</a>
Stefania Connell	SENCO	<a href="mailto:sconnell@mca.mossbourne.org">sconnell@mca.mossbourne.org</a>
Jodie Smallwood	Acting SENCO	<a href="mailto:jsmallwood@mca.mossbourne.org">jsmallwood@mca.mossbourne.org</a>
Marziya Hussain	Principal's Personal Assistant	<a href="mailto:mhussain@mca.mossbourne.org">mhussain@mca.mossbourne.org</a>
TBC	Pastoral Administrator	
Jake Edwards	Head of Year 7	<a href="mailto:jedwards@mca.mossbourne.org">jedwards@mca.mossbourne.org</a>
Hannah Wood	Head of Year 8	<a href="mailto:hwood@mca.mossbourne.org">hwood@mca.mossbourne.org</a>
Dan Smith	Head of Year 9	<a href="mailto:dsmith@mca.mossbourne.org">dsmith@mca.mossbourne.org</a>
Thomas Bagley	Head of Year 10	<a href="mailto:tbagley@mca.mossbourne.org">tbagley@mca.mossbourne.org</a>
Sharon Abraham	Head of Year 11	<a href="mailto:Sabraham@mca.mossbourne.org">Sabraham@mca.mossbourne.org</a>
Naomi Carmel-Brown	Head of Year 12	<a href="mailto:ncarmel-brown@mca.mossbourne.org">ncarmel-brown@mca.mossbourne.org</a>
Karis Dow Habbick	Head of Year 13and Deputy Head of Sixth Form	<a href="mailto:Kdowhabbick@mca.mossbourne.org">Kdowhabbick@mca.mossbourne.org</a>
Donna Hamilton	Alternative Provision Centre	<a href="mailto:dhamilton@mca.mossbourne.org">dhamilton@mca.mossbourne.org</a>
Joanna Street	Curriculum Support Department	<a href="mailto:jstreet@mca.mossbourne.org">jstreet@mca.mossbourne.org</a>
Jane Reynolds	Head of ASD Provision	<a href="mailto:jreynolds@mca.mossbourne.org">jreynolds@mca.mossbourne.org</a>
Janey Elcock	Learning Support Teacher	<a href="mailto:jelcock@mca.mossbourne.org">jelcock@mca.mossbourne.org</a>
Sabela Diaz Sanchez	Learning Support Teacher	<a href="mailto:sdiazsanchez@mca.mossbourne.org">sdiazsanchez@mca.mossbourne.org</a>
Karolina Puttock	Learning Support Teacher	<a href="mailto:kputtock@mca.mossbourne.org">kputtock@mca.mossbourne.org</a>
Daisy Collings-James	Learning Support Teacher	<a href="mailto:dcollingsjames@mca.mossbourne.org">dcollingsjames@mca.mossbourne.org</a>

## 1. Site Information

Focus	Specific Risk Factors	Procedures in place to mitigate risk
Entry & Egress		
Main Gate	Pupils accessible to public	<ul style="list-style-type: none"> <li>• Gates only open at specific times and always duties when open</li> <li>• Duty teams communicate issues to SLT Leader</li> <li>• Pupils use specific crossing places-pelican or island</li> <li>• Parents not permitted to enter through the main gate at any time other than academy events.</li> </ul>
Reception	Unauthorised entrance Low fence to playground/bike rack area	<ul style="list-style-type: none"> <li>• Buzzer system with camera to alert entry to site and allowing reception staff to monitor arrival in reception.</li> <li>• Swipe card entry required at two points before entry into the main building</li> <li>• Signing in and out system</li> <li>• Reception to monitor that no unauthorised person gains access with an authorised person.</li> <li>• Reception emergency call to SLT procedure</li> </ul>
Vehicle Gate		<ul style="list-style-type: none"> <li>• Staff to wait for internal gate to close after entry</li> <li>• Internal pedestrian gate padlocked when not in use so entry and exit only by turnstile</li> </ul>
Entry via BR land	Unauthorised persons able to enter through the gate with those authorised including sixth form Unknown persons trespassing from the back of the academy	<ul style="list-style-type: none"> <li>• Swipe card system on external doors prevents access to site only, not building</li> <li>• Pupils always accompanied when at the back of the building or using the car park</li> <li>• Delivery to site reporting procedure</li> <li>• Pupils briefed regarding safety measures</li> <li>• Staff responsibility regarding checking of 'airlock' being secure regularly shared</li> </ul>

Corridors on balconies above 3-floor atrium areas	Pupils falling/being pushed off balcony Pupils climbing on balcony Pupils throwing items from balconies	Code of Conduct and Behaviour policy: <ul style="list-style-type: none"> <li>• Pupils not permitted to look/climb/lean over balconies</li> <li>• Clear sanctions for throwing items</li> </ul>
Exterior fire stairs and walkways accessible via upper classroom doors	Risk of falls due to unauthorised access either deliberate or accidental	<ul style="list-style-type: none"> <li>• Clear codes of behaviour</li> <li>• Walkways and stairs used only by staff</li> <li>• Walkways fully staffed for fire escape and drills</li> <li>• Clear signage prohibits access to external stairway</li> </ul>

## 2. Contextual/Local Vicinity Information

Focus	Specific Risk Factors	Procedures in place to mitigate risk
Downs Park Road	Road traffic-unauthorised parking, turning, driving past, general congestion poses risk to pupils on pavements, when crossing road, when walking on pavements or riding bikes	<ul style="list-style-type: none"> <li>• Gate area is staffed when open</li> <li>• Pupils cross at pelican crossing or island only</li> <li>• Signs alert drivers to dangers posed to pupils by illegal parking</li> <li>• Support from Hackney Council when available</li> <li>• Parents and pupils advised regarding the wearing of bike helmets</li> <li>• Regular reminders to parents about the needs for safe driving practices when using Downs Park Road</li> </ul>
Downs Park-sited directly opposite main gates	Downs Park accessible to public at all times including pupils from other schools at the end of the school day	<ul style="list-style-type: none"> <li>• Code of Conduct requires pupils to walk straight home via quickest route</li> <li>• Pupils not permitted to meet friends on way home</li> <li>• Pupils not permitted to carry mobile phone (except sixth form)</li> <li>• Main gate and local area re duty areas at start and end of school days</li> <li>• PE lessons, sports fixtures and events held in Down's Park are well staffed</li> <li>• Spectator areas clearly defined and separated during fixtures/events</li> <li>• all events/fixtures subject to risk assessments</li> <li>• Strong links with the Police to ensure support available when needed</li> </ul>

		<ul style="list-style-type: none"> <li>• Staff awareness of the potential of criminal activity and clear advice given to all stakeholders</li> <li>• After school duties include higher risk areas</li> </ul>
Railway lines-MCA sited between railway lines	Pupils accessing via rear of academy	<ul style="list-style-type: none"> <li>• CCTV</li> <li>• Pupils supervised when accessing rear of building</li> <li>• Procedures around the registering of pupils every lesson</li> </ul>
Gang Activity-known gang related activity near academy site	Pupils drawn into gang activity Known, abandoned houses on Bodney Road used by gangs and drug dealers.	<ul style="list-style-type: none"> <li>• Pupil education about safety including dangers of grooming and child exploitation</li> <li>• Robust safeguarding procedures ensure that suspected gang related activity is reported via Initial Concern and onward referrals to relevant agencies are made</li> <li>• Close liaison with the police and safeguarding teams</li> <li>• Information shared regularly with parents to advise on 'how to be safe'</li> <li>• After school duties include higher risk areas</li> </ul>
Serious Crime	Pupils at risk being a target Pupils posing a risk to others	<ul style="list-style-type: none"> <li>• Code of Conduct: no physical contact rule, contraband items identified and pupils not permitted to congregate in large groups</li> <li>• Searches of children where there is a concern regarding a contraband item</li> <li>• Concerns regarding pupils perceived at risk logged by staff via safeguarding procedures</li> <li>• Referrals to agencies made for pupils viewed to be at risk of posing harm to others/self</li> <li>• Pupil education about safety including dangers of street crime, grooming, child on child abuse and child exploitation</li> <li>• Zero tolerance approach to bullying</li> <li>• After school duties include higher risk areas</li> </ul>
SEND	MCA includes a large proportion of SEND pupils, 5% of pupils have an EHCP; over 50 pupils have a diagnosed autistic spectrum disorder; pupils with SEND are statistically more at risk of abuse	<ul style="list-style-type: none"> <li>• Staff training raises awareness of SEND issues including ASD awareness training</li> <li>• Specialist staff work support pupils to keep safe through specific</li> </ul>

		strategies including PSD course and via specific strategies including social stories
Rowing Academy	MCA includes a large proportion of pupils who take part in a significant number of trips and water-based activities	<ul style="list-style-type: none"> <li>• Involvement of experienced staff at MCA and London Youth Rowing</li> <li>• Risk assessments undertaken by the Senior Master and DSL</li> </ul>
Combined Cadet Force	Pupils involved in a range of activities and training including use of replica weapons	<ul style="list-style-type: none"> <li>• Supervision by fully-trained officers</li> <li>• Full risk assessments undertaken for all activities including use of replica weapons</li> </ul>
Mossbourne Sixth Form	Sixth Form may leave and enter the academy via the pedestrian gate adjacent to the vehicle entrance. Set times are set for this i.e. lunchtime during the majority of the school year; pupils use swipe cards to access the site but it is possible for unauthorised persons to gain admittance with pupils. Throughout study leave/examination periods, sixth form access times are increased to allow students to enter and leave during the day; this poses more a greater risk of unauthorised entry to site	<ul style="list-style-type: none"> <li>• Students are taught to enter and leave safely and are made fully aware that unauthorised persons may not enter</li> <li>• Students wear identity swipe cards on a sixth form lanyard to enable ready identification</li> <li>• Student wearing of the lanyard is rigorously monitored and enforced</li> </ul>
Use of mobile phones /devices in the Mossbourne Sixth Form	Sixth form pupils may use mobile phones/ devices on academy site. This means that some children, when on academy site, may use these devices for harmful means or be at risk of harm.	<ul style="list-style-type: none"> <li>• Use of mobile phones is limited to confined areas</li> <li>• Mobile phone usage in public areas is restricted to work related only</li> <li>• The behaviour policy regarding harassment and bullying includes behaviours demonstrated online</li> <li>• Messages regarding personal and online safety, legalities and appropriate behaviour are shared via assembly and pastoral notices.</li> </ul>