Campsmount Academy



SAFEGUARDING AND CHILD PROTECTION POLICY

VERSION	AUTHOR	SUMMARY OF CHANGES	APPROVED	REVIEW DATE
1.0	DMBC/SL	DMBC New Model Policy.	AGB Sept 2022	Sept 2023
2.0	DSLs	Added appendix 1 (following safeguarding review) – **contextual safeguarding** to show specific local geographical and community risks.	AGB Sept 2023	Sept 2024
3.0	DMBC/YBO	Updated based on KCSIE 2023 and local safeguarding concerns.	AGB Sept 2023	Sept 2024

4.0	JPR	Updated based on KCSIE 2024 and local safeguarding concerns.	AGB Sept 2024	Sept 2025
5.0	EC	Updated based on KCSIE 2025, Local Authority guidance and local safeguarding concerns.	AGB Sept 2025	Sept 2026
6.0	EC (ABR)	Updated based on KCSIE 2026, Local Authority guidance and local safeguarding concerns.	AGB Sept 26	Sept 2027

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Legislation and statutory guidance

- This policy is based on the Department for Education's (DfE's) statutory guidance Keeping children safe in education - GOV.UK (2026) and Working together to safeguard children, and the Maintained schools governance guide / Academy trust governance guide

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children/young people.
- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children/young people.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children/young people.
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- Public Sector Equality Duty: guidance for public authorities, which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

This policy also complies with our funding agreement and articles of association

Local Authority and Academy Statement

Some of the following policies are based on the LA model policy for all educational settings. The Governing Body must ensure this is adapted or adopted and implemented or reviewed within the establishment context. The LA only offers this as a guide and therefore the school has taken this into account when devising the policy along with KCSIE 2026, other legislative policies outlined above and guidance provided by The Key. We must ensure that we are responsible for our own policies and ensure this is demonstrated and owned by the school community in practice. Schools and Academies are responsible for reviewing and updating their safeguarding policy in line with legislative changes. This policy does not replace the agreed DSCP Multi Agency Child Protection Tri-x procedures. Staff must ensure that they refer to the DSCP procedures on a regular basis.

Welcome to the Doncaster Safeguarding Children

Our policy refers to locally agreed multi-agency procedures that have been put in place by the school's 3 safeguarding partners. Our policy reflects local procedures.
Our school has also written and regularly updates an appendix to show the contextual safeguarding of the local geographical area and local safeguarding concerns (see appendix 4).

Local Safeguarding and Child Protection

Campsmount Academy recognises the responsibility it has under Section 175 of the Education Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approve the S175 or S157 and return to the Local Authority (LA) on a yearly basis. This policy demonstrates the school's commitment and compliance with safeguarding legislation.

Through their day-to-day contact with pupils and direct work with families, staff at the school/setting have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to The Doncaster Children's Services/MASH team. This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

Governors should review the Ofsted Education Inspection Framework (EIF) alongside Senior Leaders. Schools should review Keeping Children Safe in Education 2026 in full and ensure S175/157 development plans/safeguarding action plans are in place, considering **intent** for safeguarding with information on how they will **implement** safeguarding and monitor **impact**.

It is the Local Authority intent that ALL educational establishments will be effective for safeguarding.

It is the responsibility of the setting to ensure that they maintain an effective safeguarding policy, keep up to date with changing advice and attach amendments to this policy when new guidance is issued.

Governors statement

- The Governing Body and staff of Campsmount Academy (hereinafter referred to as 'the school') take as our first priority, the responsibility to safeguard and promote the welfare of our pupils. To minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm or who are likely to suffer harm and to keep them safe and secure whilst in our care.

- The Governing Body has an overarching role in ensuring that policies, procedures and training in the school are effective and comply with the law at all times

- The Governing Body will undertake all appropriate roles and responsibilities outlined in this policy – Governor/Trustee Responsibility

Signed:
Chair of Governors and Designated Safeguarding Governor

Date

Rationale

This policy has been developed in accordance with the Children Act 1989 and 2004, the Education Act 2002 and Working Together to Safeguard Children 2026. This policy reflects the statutory requirements within Keeping Children Safe in Education 2026 (KCSIE) and Doncaster Children's Safeguarding Partnership (DSCP) local policy and procedures. It also considers local lessons learned to ensure all children, young people and families in Doncaster are supported.

This policy will be updated to reflect any subsequent updates issued by the Department for Education.

This policy reflects statutory safeguarding expectations and incorporates emerging risks, including:

- Artificial intelligence (AI), including deepfake imagery
- Financial exploitation and online scams
- Harmful online cultures, including misogyny
- Increasing complexity of safeguarding vulnerabilities

The purpose of this policy statement is:

- to protect children and young people at Campsmount Academy from harm.
- Safeguarding concerns are identified early and acted on immediately.
- A child-centred approach is embedded.
- to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection and safeguarding.
- Staff understand their safeguarding responsibilities
- Strong partnerships exist with families and agencies

This policy applies to anyone working on behalf of Campsmount Academy, including senior managers and the board of Governors/Trustees, paid staff, volunteers, sessional workers, agency staff and students.

Section 1 – Introduction

Supporting Documents

This policy statement should be read alongside our organisational policies, procedures, guidance, and other related documents named on the final page of this policy.

This policy comes into force on 1st September 2026 in line with KCSIE 2026 regulations. All staff will read Part 1 of KCSIE 2026 in full as detailed within the policy.

Published guidance can be found at the link below:

Keeping children safe in education - GOV.UK

Important Safeguarding Contacts

Role	Name, email and contact no.

Designated Safeguarding Lead (DSL)	Andy Broad, abroad@campsmount.com, 01302 700002
Deputy Designated Safeguarding Lead (DDSL)	Jo North, jnorth@campsmount.com, 01302 700002 Lee Raworth, lraworth@campsmount.com, 01302 700002
Safeguarding governor/trustee	Stephanie Teanby-Clark
Contact for Operation Encompass	Andy Broad, abroad@campsmount.com, 01302 700002
Online Safety Lead –Including responsibility for filtering or monitoring	Andy Broad, abroad@campsmount.com, 01302 700002
Mental Health Lead	Andy Broad, abroad@campsmount.com, 01302 700002
Prevent Lead	Andy Broad, abroad@campsmount.com, 01302 700002
Attendance Lead	Chris Bentley, cbentley@campsmount.com
Local Authority Designated Officer (LADO) Allegations against adults working with children referral form (LADO) - City of Doncaster Council	Milovan Orlandich Tony Dobbs LADO@doncaster.gov.uk 01302 737332
Safeguarding Adviser – Local Authority	Jo Howe Jo.howe@doncaster.gov.uk 01302 736975/07816353019
Children's Social Care Safeguarding concern - child at risk report form - City of Doncaster Council	01302 737777 ChildAs@doncaster.gov.uk
Out of hours Children's Social Care ESST (Emergency Social Services Team)	01302 796000 01302 736000
Professionals line – Social Care	01302 737033
MASH Early Help Early Help Coordinators Early Help - What is it in Doncaster? - City of Doncaster Council	01302 734110 EarlyHelpHub@doncaster.gov.uk 01302 736250 EarlyHCo@doncaster.gov.uk
Parent and Family Support Services (PAFSS)	Central - Sammy.Taylor-Brown@doncaster.gov.uk 01302 862680 North - Rebecca.Evertons@doncaster.gov.uk 01302 737994 East - Nicola.paterson@doncaster.gov.uk 01302 737686 South - Charlotte.Brookes@doncaster.gov.uk 01302 735906
Your Place, Your Family Your Place Your Family Teams | Doncaster Safeguarding Children Partnership (dscp.org.uk)	Central – 01302 736409 North – 01302 736787 East – 01302 736336 South – 01302 736644 YourPlaceYourFamilyTeam@doncaster.gov.uk
Virtual School Virtual School Children in Care team - City of Doncaster Council	01302 737880
Child Missing in Education (CME) Children Missing Education - City of Doncaster Council	childrenmissingeducation@doncaster.gov.uk
SAFE (Safety & Freedom from Exploitation)/ Child Exploitation Team	01302 737200 ceteam@doncaster.gov.uk (Mon-Fri 9am-4.30pm)
Prevent	Emergency – 999 Non-emergency 101 PreventSouth@ctpne.police.uk comm.safety@doncaster.gov.uk

	ACT - http://gov.uk/ACT or call 0800789321 Run Hide Tell https://www.protectuk.police.uk/advice-and-guidance/response/run-hide-tell
Local Police – PCSO link	PCSO 8005 Toni Bratby toni.bratby@southyorks.pnn.police.uk
School Nursing Service	Single Point of Contact – 03000 218997 Website - Zone5-19.rdash.nhs.uk Rdash.doncasterchildrenscaregroup@nhs.net
Stronger Families	What is Stronger Families? - City of Doncaster Council StrongerFamiliesProgramme@doncaster.gov.uk
Third Party Intelligence (South Yorkshire Police)	http://www.southyorkshire.police.uk/partners/partner-services/community-partner-intelligence/v2/share-community-partnership-intelligence/
Harmful Sexual Behaviour (HSB) Telephone Advice Line	01302 734008 CYPFPsychology@doncaster.gov.uk – Indicate HSB query in the subject line.

Purpose

At Campsmount Academy we believe that:

- children and young people should never experience abuse of any kind.
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.
- we can do this only by fostering a **safeguarding culture** across all stakeholders.

We recognise that:

- the welfare of children is paramount in all the work we do and in all the decisions we take
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- extra safeguards may be needed to keep children who are additionally vulnerable safe from abuse
- we have a responsibility under section 175 of the Education Act 2002, Working Together to Safeguard Children 2026 and Keeping Children Safe in Education 2026 to ensure that the welfare of children is paramount in all the work we do and in all the decisions we take

We will seek to keep children and young people safe by:

- building a safeguarding culture where staff and volunteers, children, young people, and their families, treat each other with respect and are comfortable about sharing concerns.
- ensuring appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- valuing, listening to and respecting them.
- appointing a designated safeguarding lead (DSL) for children and young people, a deputy designated safeguarding lead (DDSL) and a lead trustee/board member for safeguarding.
- adopting child protection and safeguarding best practice through our policies, procedures, and code of conduct for Trustees, governors, teaching and non-teaching staff, temporary staff and volunteers so that we can all work together in the best interests of children to keep them safe and well protected from harm.
- ensuring that all staff are aware of their statutory responsibilities with respect to safeguarding

- ensuring that staff are properly trained in recognising and reporting safeguarding issues
- developing and implementing an effective online safety policy and related procedures.
- providing effective management for staff and volunteers through supervision, support, training, and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures, and behaviour codes confidently and competently.
- recruiting and selecting staff and volunteers safely, and in line with our Safer Recruitment policy, ensuring all necessary checks are made.
- Recording, storing and using information professionally and securely, in line with data protection legislation and guidance.
- having a professional responsibility to share information with other relevant agencies, in order to safeguard children/pupils (as per the school's confidentiality policy)
- sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions.
- making sure that children, young people, and their families know where to go for help if they have a concern so they feel confident to seek support and their voice is actively sought.
- using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families, and carers appropriately.
- using our procedures to manage any allegations against staff and volunteers appropriately.
- ensuring that we have effective complaints and whistleblowing measures in place.
- creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- ensuring that we provide a safe physical environment for our children, young people, staff, and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance, and our Health and Safety policy.

Campsmount Academy and our governing body will ensure that we have a whole school approach to safeguarding, operating with the best interests of the child at heart. Everyone in the academy will ensure that safeguarding and child protection are at the forefront, underpinning all relevant aspects of process and policy development. The academy promotes an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities.

Safeguarding definitions

Safeguarding and promoting the welfare of children/young people is defined for the purposes of this policy, as:

- providing help and support to meet the needs of children/young people 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/young people grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children/young people with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the child; and
- taking action to enable all children/young people to have the best outcomes.

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

- Pupil's health and safety
- The use of reasonable force/restrictive interventions
- Meeting the needs of pupils with medical conditions
- Providing first aid
- Educational visits

- Intimate care
- Internet or e-safety
- Appropriate arrangements to ensure school security, taking into account the local context.
- Mental health and well-being

It can involve a range of potential issues linked to abuse, neglect or exploitation:

- Bullying, including cyber bullying, sexist bullying (by text message, on social networking sites, and so on) and prejudice based bullying
- Racist, disability, and homophobic or transphobic abuse
- Prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination
- Radicalisation and extremist behaviour (which should be taken into consideration alongside other factors or contexts)
- Child sexual exploitation
- Child criminal exploitation
- Child on child Sexual Violence and Harassment
- Sexting/Youth Produced Imagery
- Substance misuse
- Issues that may be specific to local area or population, for example gang activity and youth
- violence
- Particular issues affecting children including domestic violence, sexual exploitation, female
- genital mutilation and forced marriage
- Unexplainable and/or persistent absences from education

This list is expanded within KCSIE Sept 2026 and local DSCP procedures detail specific areas of safeguarding. This setting complies with its statutory safeguarding responsibilities and follows the Doncaster Safeguarding Children Partnership (DSCP) multi-agency policies and procedures. (proceduresonline.com).

In addition, knowledge of Trauma and Adverse Child Experiences are demonstrated in safeguarding practice. More information around aspects of safeguarding and potential issues can be found within KCSIE 2026.

Terminology

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child/young person and may involve inflicting harm or failing to act to prevent harm. Appendix 2 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child's/young person's health or development. Appendix 2 defines neglect in more detail.

Child-to-parent abuse refers to abuse perpetrated by children against parents/carers as a safeguarding issue.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

HSB – Harmful Sexual Behaviour is sexual behaviour displayed by a child or young person that is inappropriate for their age or stage of development, and which may cause harm, distress, or risk to themselves or others.

The following 3 **safeguarding partners** are identified in Working Together to Safeguarding Children, Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and

Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (ICBs) for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with, this may include terms such as person who has been harmed, person who has experienced harm, person subject to abuse or survivor.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the alleged perpetrator too. It is preventable and it may involve serious physical harm or threats involving weapons. Doncaster Local Authority recommend schools to develop consistency in terminology which is Trauma-informed. For example, by referring only to an alleged allegation when discussing children. We will, however, decide what is appropriate and which terms to use on a case-by-case basis. Language such as "the person who has harmed" should be considered as a more trauma-informed and relational term to avoid stigmitisation.

Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) - the named person for safeguarding in education establishments.

LADO – Local Authority Designated Officer – oversees the management of allegations against adults who work with children.

DSCP - Doncaster Safeguarding Children Partnership

Child/young person includes everyone under the age of 18.

Staff – refers to all those working for or on behalf of the school/setting in either a paid or voluntary capacity.

Parent - refers to birth parents and other adults who are in a parenting role – stepparents, foster parents, carers and adoptive parents.

Inclusion - Doncaster's Inclusion Charter has adopted a definition of inclusion – Inclusion as belonging – "Belongingness" Text ©2023 The Belonging at School team. Natalia Zdorovtsova, Alyssa Alcorn and Duncan Astle assert their right to be identified as the authors of this resource.

1. Inclusion as personal experience: do learners feel included, and feel like they belong at school? Learners could be present and participating, but what is their subjective sense of whether or not they are part of their school community, and feel safe, and valued.

2. Inclusion-as-belonging emphasises the importance of school experiences and positions the people in the school community as choice-makers and change-makers.

Section 2 - Prevention

Our school will establish a **safeguarding culture** whereby:

- Children feel secure and confident to report any concerns they have in order to seek support.
- Staff have a mindset of 'it could happen here' so they remain alert, acting on concerns quickly.
- We work closely with our 3 safeguarding partners: the local authority, Integrated Care Board (ICB) and the Police.

- Children know who the adults in the school who they can approach if worried or in difficulty.
- The curriculum includes opportunities for PSHCE/RSE to equip children with the skills needed to stay safe. This includes our PREVENT duty.
- Protecting children from radicalisation: the prevent duty - GOV.UK (www.gov.uk)
- The curriculum material will help children develop realistic attitudes to their responsibilities in adult life.
- It will work in accordance with 'Working Together to Safeguard Children 2026' and will support the 'Doncaster Early Help Offer' and new Localities way of working to ensure children and young people receive the most appropriate referral and access provision.
- Whole school safeguarding training is delivered and all designated safeguarding leads/deputy safeguarding lead attend DSL network meetings, and other mandatory courses or additional training to retain their L3 certificate.
- Designated safeguarding leads and deputies will undertake appropriate safeguarding and child protection training, including training in the role of the DSL, and will update their knowledge and skills at least annually, in accordance with KCSIE and local DSCP requirements.
- We will work collaboratively with our Early Help Co-ordinators to improve outcomes for children and young people and will track the performance of students on CP or CIN plans regularly.
- We access the school nursing universal offer for all our children and young people.
- We keep our safeguarding training up to date, access DSCP training events on a regular basis, and understand the safeguarding requirements for Ofsted.
- All staff will undergo child protection training (including online safety, and an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring and Prevent) that is regularly updated and considered as part of a whole school approach. They will receive regular child protection updates and will be familiar with the Safeguarding and Child Protection Policy.
- Parents, carers and families, teachers, staff and young people/agencies know how to raise any safeguarding concerns and we have a named designated/deputy safeguarding lead(s) on our senior leadership team.
- We have a clear complaints policy and all staff are aware of whistleblowing procedures and low-level concerns procedures.
- Recruitment follows all safer recruitment procedures to ensure staff are suitable to work with children.

A Preventative Approach - curriculum

In order to prevent child-on-child abuse and address the wider societal factors that can influence behaviour, academy will educate students about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and Lifeskills/PSHE lessons. The academy's preventative approach to education will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in Lifeskills/PSHE lessons, RHSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships.
- Respectful behaviour.
- Physical violence and conflict
- Gender roles, stereotyping and equality.
- Body confidence and self-esteem.
- Prejudiced and derogatory behaviour, in addition to prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination.
- Racism
- Boundaries and consent.
- Gambling and problematic gaming.
- How to recognise an abusive relationship (including coercive and controlling behaviours
- That sexual violence and sexual harassment is always unaaceptable.
- Addressing cultures of sexual harassment. Students will be allowed an open forum to talk about concerns and sexual behaviour which include the sharing of nudes and semi-nudes, and how to manage request or pressures to provide or forward such images.

- They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.
- Relationships Education, Relationships and Sex Education and Health Education guidance
- Our online safety policy and remote learning policy both aim to prevent safeguarding from issues occurring.
- Academy is taking part in the Diana Award to raise awareness of anti-bullying and prevent bullying from occurring.

Equality statement

Leger Education Trust and Campsmount Academy recognise that some children may be particularly vulnerable to abuse and may face additional barriers to recognising, disclosing or reporting concerns. The academy promotes an inclusive and anti-discriminatory safeguarding culture and provides additional consideration and support where individual circumstances, characteristics or vulnerabilities may increase a child's risk of harm or affect their ability to seek help. We are committed to anti-discriminatory practice and ensure that all children receive equal protection, with special consideration given to children/young people:

- With special education needs and disabilities (SEND) and/or health conditions.
- Has a mental health need.
- At risk of exploitation or abuse.
- Has exhibited early signs of abusive, violent and/or harmful behaviours.
- Who may experience discrimination, for instance due to their race, ethnicity, religion or belief, gender reassignment or sexual orientation.
- Questioning their identity.
- Who have English as an additional language.
- Who are asylum seekers.
- Who are young carers.
- Who are pregnant.
- Who are Young Parents.
- Displaying emerging harmful behaviour.
- Impacted by child-to-parent abuse.
- Affected by online exploitation networks.
- Known to be living in difficult situations, for example temporary accommodation or in households where there are issues such as substance abuse or domestic violence).
- 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 at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Who are looked after, previously looked after or otherwise have a social worker involved.
- Has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- Is frequently missing/goes missing from education, home or care.
- Whose parent/carer has expressed an intention to remove them from school to be home educated.
- Is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation.
- Is at risk of being radicalised into terrorism.
- Has a parent or carer in custody, or is affected by parental offending.
- Is misusing alcohol and other drugs themselves.
- Is a privately fostered child.

We actively promote inclusion, belonging, and a safe environment for all.

Section 3 - Procedures/Roles and Responsibilities

Safeguarding and child protection is **everyone's responsibility**. We have a safeguarding culture across the academy. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The academy plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
    - Healthy and respectful relationships
    - Boundaries and consent
    - Stereotyping, prejudice and equality
    - Body confidence and self-esteem
    - How to recognise an abusive relationship (including coercive and controlling behaviour)
    - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
    - What constitutes sexual harassment and sexual violence and why they're always unacceptable

Governors/Trustees responsibility

The Governing Body/Trustees fully recognises its responsibilities regarding safeguarding and promoting the welfare of children. The governing board has an overarching role in ensuring that policies, procedures and training in the school are effective and comply with the law at all times.

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our academy's local multi-agency safeguarding arrangements.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners.
- Appoint a Safeguarding Governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- Ensure that safeguarding is a standing agenda item.
- Request termly DSL/Headteacher safeguarding assurance reports.
- Undertake safeguarding visits.
- Monitor implementation of actions arising from audits.
- Review safeguarding trends and outcomes.
- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:

    - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.

- Reviewing the DfE's filtering and monitoring standards and effectiveness annually and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards.

- Make sure:
  - The Governing Body will ensure that the Designated Safeguarding Lead (DSL) and Deputy Designated Lead (DDSL) have a job description in line with Keeping Children Safe in Education 2026 with the appropriate status and authority to carry out their job. Including additional time, funding, training, resources and support.
  - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
  - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
  - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers, and contractors).
  - That this policy reflects that children/young people with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.

- Where another body is providing services or activities (regardless of whether or not the children/young people who attend these services/activities are children/young people on the school roll):
  - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place and inspect them if needed.
  - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate.
  - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All governors will read Keeping Children Safe in Education in its entirety.

There is a named safeguarding governor/trustee. The named safeguarding governor/trustee/Governing Body will:

- Ensure that all staff have read Parts 1 and 2 of KCSIE 2026 in full.
- Ensure that Part 1 of KCSIE 2026 is provided for staff who do not work directly with children if the governing body/trustees think it will provide a better basis for those staff to promote the welfare of and safeguard children.
- Ensure the school has appropriate filtering and monitoring processes in place.
- Review the DfEs filtering and monitoring standards.
- Discuss with IT and service providers what needs to be done to support the school to meet those standards.
- Support the DSL in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- Along with the DSL, ensure that the Local Authority (LA) annual safeguarding audit (S175) is signed off by the governing body/trustees and submitted to the LA in a timely manner.
- Ensure that the governing body/trustees has child protection training on their strategic responsibilities to provide appropriate challenge and support for any action and to progress areas of weakness or development in the school/settings safeguarding arrangements.
- Ensure that all policies, procedures, and training in the school/setting are effective and comply with the law at all times in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

- Ensure that all governors/trustees receive appropriate safeguarding and child protection training at induction.
- The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned through effective leadership. The teaching of the curriculum includes a well-planned and delivered programme of RSHE (Relationships, Sex and Health Education) / PSHE (Personal, Social, Health and Emotional) education / SMSC (Spiritual, Moral, Social and Cultural) development within the physical environment provided for the pupils.
- The governors will ensure safeguarding self-evaluation takes place on a regular basis, a safeguarding review/audit has taken place and statutory S175/157 action plans are measured. The governors ask for a regular safeguarding impact report and ensure all statutory requirements under KCSIE Sept 2026 are fulfilled.
- The academy will have regard to the relevant Ofsted inspection framework when reviewing the effectiveness of its safeguarding arrangements. The governors may seek external reviews/audits or use existing audits available to support the implementation of KCSIE 2026.
- Governors, senior leaders and the Designated Safeguarding Lead (DSL) will continually review all polices required by law Maintained schools governance guide / Academy trust governance guide
- Ensure that children are taught about how to keep themselves and others safe, including online.
- Where services or activities in school are provided separately by another body, we will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place. Any safeguarding incidents or allegations that occur when an individual or organisation uses the school's premises will be reported by school, following safeguarding policies and procedures, informing LADO where necessary.
- As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose. Ensure that external providers of activities within our school have the appropriate safeguarding arrangements in place which can be found here: After-school clubs, community activities, and tuition - safeguarding guidance for providers

The Headteacher/Principal of Campsmount Academy will:

Be responsible for the implementation of this policy and all linked policies, including:

- Ensuring that staff (including temporary staff) and volunteers:
    - Are informed of our systems which support safeguarding, including this policy, as part of their induction.
    - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Ensure there is a named DSL, and DDSL, who has undertaken the appropriate training, has their DSL role in their job description as outlined in KCSIE 2026 and is given appropriate time, funding, training, and resources to conduct their duties as required. Training of DDSL will be at the same level as the DSL. Ensure that there is always adequate cover if the DSL is absent.
- Recognise the role of the DSL and ensure supervision and ongoing training.
- Ensure every member of staff, including temporary staff and volunteers, knows:
    - the name of the designated person and deputies and his/her role
    - that they have an individual responsibility for referring safeguarding and child protection concerns using the proper channels and in a timely manner
    - the definitions of abuse (physical, emotional, sexual and neglect)
    - our systems which support safeguarding, including this policy, as part of their induction and follows the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
    - the signs and indicators of abuse and understand the role of Early Help in supporting children and families.

- Ensuring that the relevant staffing ratios are met, where applicable.

- Risk assessments are in place to identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.
- Overseeing the safe use of technology, mobile phones, and cameras in the setting
- Ensuring that Inclusion and Belongingness runs through all whole school policies and will aim to remove barriers to attendance and inclusion for all learners.
- Regular evaluation of the impact on inclusion of whole school policies and initiatives through an Assess, Plan, Do, Review Cycle, including this in the S175 safeguarding return, and openly sharing findings from the evaluation for peer review.

Ensure that members of staff are aware of the need to be vigilant in identifying signs of abuse at the earliest opportunity and know how to respond to and support a child/young person who may disclose abuse.

- Ensure that parents/carers understand the safeguarding responsibility of staff.
- Communicating this policy to parents/carers when their child/young person joins the school and via the school website
- Ensure that children/young people in our setting know the name of the DSL/DDSL and his/her role.
- Ensure that relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). When teaching these subjects, we will have regard to the statutory guidance Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk) also see KCSIE 2026 for more information and further useful links to support the curriculum.
- Provide/arrange appropriate safeguarding training (including PREVENT and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) for all staff at the point of induction and on an annual basis thereafter. This will include sharing at least part 1 of KCSIE at the point of induction and start of each academic year.
- Ensure all staff receive safeguarding and child protection updates throughout the year (for example, via email, e-bulletins, and staff meetings).
- For children/young people subject to a Child Protection Plan, in addition to normal procedures, we will notify the named social worker if:
    - we should have to suspend a child/young person either for a fixed term or permanently
    - there is an unexplained absence of more than two days duration
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including staff attendance at initial child protection case conferences (ICPCC's), core groups and child protection meetings.
- Ensure written reports are provided for ICPCC's and child protection meetings in a timely manner
- Keep records of any concerns about children/young people (noting the date, event and action taken) on CPOMS and tag in staff who will be part of the support offered.
- ensure all records are kept secure in locked locations and in compliance with the setting's Data Protection Policy.
- Ensure policy and procedures are adhered to when dealing with allegations against staff including making a timely referral to the LADO when required. (Please see our Whistleblowing and Staff Discipline policies for additional information).
- Act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Making decisions regarding all low-level concerns, with potential collaboration with the DSL.
- The school/setting/DSL will liaise with the LADO/ Children's Services before investigating any allegation involving actual or suspected abuse of a child as soon as is practical and with all cases within 24 hours of disclosure and follow up referral in writing, using relevant contact pathways for the **MASH** *(Multi Agency Safeguarding Hub), which is Social Care and Early Help as one front door.*
- Ensure referrals are made to the Disclosure and Barring Service where appropriate.
- Ensure that we follow the Safer Recruitment legal requirements as set out in KCSIE 2026 and that appropriate staff are trained in Safer Recruitment. Keeping children safe in education - GOV.UK (www.gov.uk)

- All school/setting staff will pass any observations leading to suspicion of abuse, or information received about abuse, immediately to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead.
- In the case of serious injury, risk of serious injury or allegation, the DSL will contact The Doncaster Children's Services/MASH Multi Agency Safeguarding Hub immediately.
- If the allegation of abuse is against the deputy or designated safeguarding person, the Head Teacher will speak with the LADO to discuss the next steps.
- If the allegation is against the Head Teacher, the Chair of Governors should be contacted immediately and advice from the LADO and Doncaster Council Safeguarding Adviser sought within 24 hours. If the allegation is against both the Head Teacher and Chair of Governors, the LADO and Doncaster Council Safeguarding Adviser will be contacted. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator.
- Where an allegation is identified as serious/high level, please see LADO information/DSCP procedures re protocol/thresholds and submit a referral asap.
- Allegations against people who work with children | Doncaster Safeguarding Children Partnership (dscp.org.uk)
- The emergency social services team should be contacted outside normal working hours 01302 796000.
- Inform shortlisted candidates that online searches may be done as part of pre-recruitment checks.

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)

The DSL will:
- Be a member of the senior leadership team. Our DSL is Andy Broad, Deputy Headteacher.
- Take lead responsibility for child protection and wider safeguarding in the school, including online safety and understanding our filtering and monitoring processes on school devices and school networks to keep children/young people safe online.
- Ensure that CPOMS is used appropriately by all staff, providing refresher training where necessary and ensuring that clear chronologies are maintained.
- Ensures that safeguarding records are transferred securely when a child moves settings.
- Be supported by trained deputies (DDSL) (Jo North & Lee Raworth)
- Be available during school hours for staff to discuss any safeguarding concerns.
- Undertake the roles and responsibilities outlined in Annex B of KCSIE 2026.

The DSL will be given the time, funding, training, resources and support to:
- Promote a strong safeguarding culture.
- Ensure each member of staff has access to and understands the setting's Child Protection Policy and procedures.
- Provide advice and support to other staff on child welfare and child protection matters.
- Ensure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements.
- Function as a point of contact with the safeguarding partners, ensuring contact can be made during the school holidays.
- Consult with staff on matters of safety and safeguarding and welfare.
- Ensure this policy is reviewed annually (as a minimum) and the procedures and their implementation are updated and reviewed regularly, and work with the governing body/trustees regarding this.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher/principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement, and achievement. This includes:

    - ensuring that the setting knows who its cohort of children/young people who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and;
    - supporting teaching staff to provide additional academic support or reasonable adjustments to help children/young people who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children/young people.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Lead on Family Help and Multi-Agency working.
- Have a good understanding of harmful sexual behaviour.
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies.
- Be confident that they know what local specialist support is available to support all children/young people involved in sexual violence and sexual harassment and be confident as to how to access this support.
- Be aware that children/young people must have an 'appropriate adult' to support and help them in the case of a police investigation or search.
- Have a good understanding of the filtering and monitoring systems and processes in place at our school.
- Be available during term time/school hours for staff to discuss any safeguarding concerns.
- Be contactable by telephone and email, outside of school hours.
- Ensure that if the DSL and DDSL are not available, Jordanna Proctor, Headteacher, will act as cover, for example, during out-of-hours/out-of-term activities.

The academy ensures:
- There are always **robust DSL cover arrangements**, including absence
- There is DSL cover arrangements during school holidays
- The full responsibilities of the DSL and DDSL are set out in their job description.

This list is not exhaustive, please see KCSIE 2026 for more details Keeping children safe in education - GOV.UK

Role and responsibility of all staff

It is the responsibility of every member of staff, including Trustees, governors, volunteers, temporary staff and regular visitors to the academy to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils.

If a child is suffering or likely to suffer harm, or in immediate danger make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. Anyone can make a referral. Tell the DSL as soon as possible if you make a referral directly.

We all have the responsibility to provide a safe environment in which children and young people can learn. All staff are expected to:

- Foster a culture of safeguarding across the school by being vigilant and acting quickly.
- Read and understand **Part 1 of KCSIE 2026 in full** Keeping children safe in education - GOV.UK and review this guidance at least annually. Confirm that they understand and can apply the principles in everyday practice.
- Know the identity of the Designated Safeguarding Lead (DSL) and Deputy Safeguarding Leads.

- Read the updated Child Protection and Safeguarding Policy, confirm they understand and can apply the principles in everyday practice.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Complete training, including online modules, as directed by the DSL; this includes further child protection training, adverse childhood experiences, harmful sexual behaviours, sexual violence and sexual harassment between children, online safety and PREVENT training.
- Receive and understand child protection and safeguarding updates which are delivered through a variety of mediums.
- Recognise signs of abuse, neglect, exploitation, modern slavery, acting without delay.
- All staff, particularly the DSL/DDSL, must consider whether children are at risk of extra-familial harm. This includes abuse or exploitation that occurs outside the home, such as sexual abuse, teenage relationship abuse, criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.
- Provide a safe space and reassure children they are taken seriously.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children/young people to do online, for example sites they need to visit or who they will be interacting with online.
- The imperative of providing a safe space for pupils who are LGBTQ+ to speak out and share their concerns with access to a trusted adult.
- Recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Also recognise that this may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

All staff will be aware of safeguarding issues that often overlap and can put children at risk of harm, including:

- Drug taking and/or alcohol misuse
- Unexplainable and/or persistent absences from education
- Serious violence, criminal exploitation (including that linked to county lines), radicalisation
- Consensual and non-consensual making or sharing of nudes or semi-nudes

Maintain an attitude of 'it could happen here' and act in the best interests of children. All staff will be aware of:

- **If you have a concern about a child when the DSL is unavailable, a DDSL should be contacted. If neither members of staff are available staff should contact the Headteacher or, where appropriate go directly to social services or the police**. **You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.**
- Our systems which support safeguarding, including this child protection and safeguarding policy, wider policies which support these including, but are not limited to: Staff Behaviour Policy/Code of Conduct, the role and identity of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL), the Behaviour and Anti-Bullying Policy, the Attendance policy, the Online Safety Policy, the Looked After and Previously Looked After Children Policy, the Use of Restrictive Interventions Policy and the safeguarding response to children who go missing from education.
- The development of Family Help arrangements under the Families First Partnership Programme and will work with local safeguarding partners to ensure children and families receive the right support at the right time.
- The process for community-based Family Help assessments
- The Early Help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- Their role in pro-actively identifying emerging problems, exercising professional curiosity, knowing the procedures for reporting concerns and doing so promptly, and liaising with the safeguarding team in school and/or other professionals if required.

- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- How to refer concerns to the Local Authority Children's Social Care and/or Police if a situation is deemed urgent, with the risk of serious harm to a child, and a member of the safeguarding team cannot be located and informing the DSL of these actions in retrospect.
- The academy's recording system/CPOMS, how to appropriately record a safeguarding concern, expectations regarding timeliness (for instance, the same day/within 24 hours) and how to form a chronology of events, including context, action taken and rationale. Staff also know to speak to the DSL/DDSL immediately if the child/young person is at risk of harm.
- What to look for to identify children/young people who need help or protection.
- What to do if they identify a safeguarding issue or a child/young person tells them they are being abused or neglected, including specific issues such as female genital mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- How to maintain appropriate levels of confidentiality when dealing with children at risk of or suffering harm.
- The signs of different types of abuse, neglect and exploitation, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, honour-based abuse (HBA), FGM, radicalisation and serious violence, including that linked to county lines.
- The fact that children/young people can be at risk of harm inside and outside of their home, at school and online.
- The potential impact of adverse childhood experiences on mental health and correlation with risk taking behaviour, and with domestic abuse and/or substance misuse in the home as well as poor parental/carer mental health.
- The fact that children/young people who are (or who are perceived to be) lesbian, gay, bi, or trans (LGBTQ+) can be targeted by other children/young people.
- The fact that children/young people can be at risk of harm inside and outside of their home, at school and online.
- The risks associated with online technology including the consensual and non-consensual sharing of nudes, semi-nudes and/or sexually explicit videos by children.
- The risks associated with children missing education, or potentially being withdrawn from school by parents/carers for home education.
- The importance of reassuring victims that they are being taken seriously, and that they will be supported and kept safe. A victim of any form of abuse or neglect should never be given the impression that they are creating a problem by making a report.
- Be aware that some children may not feel ready, or know how to tell someone, that they are being abused, exploited or neglected and/or not recognise their experiences as harmful; this may be through feelings of embarrassment, humiliation or fear and reflect vulnerability, disability, sexual orientation and/or language barriers. Staff will nontheless maintain professional curiosity and speak to the DSL if they have any concerns.

All staff must also recognise emerging risks including:

- AI-generated abuse (e.g. deepfakes)
- Online misogyny and harmful online cultures
- Financial exploitation and scams
- Serious violence and weapon-related risks.

Making a referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so. Please see the section below on Child Protection Procedures for further information.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow **local escalation procedures** to ensure their concerns have been addressed and that the child's situation improves.

Where there is a difference of professional opinion, the academy will use the local safeguarding partnership's escalation and professional disagreement procedures and will professionally challenge decisions where necessary.

Local procedures for referral and escalation can be found on the following websites:

Pupils raising concerns themselves

Pupils are encouraged to report any concerns or issues relating to themselves or their peers by having a very open safeguarding culture in school. They can do this by speaking to an adult; pupils are made aware of who the DSL and DDSL are, they have strong relationships with pastoral leaders so may choose to speak to them. If they feel more comfortable speaking to another member of staff that is encouraged but they are made aware that information will have to be shared with the DSL in order to support them.
Students can raise a concern about bullying through the school website, in the anti-/bullying section, by completing a form with their name, e mail address and details of the issue/concern. The Safeguarding team receive an instant notification onvce a form has been submitted.
Campsmount Academy constantly reassures pupils that we will take them seriously, will listen and act swiftly to help them.

Child protection procedures (including Early Help/Family Help Arrangements)

- If there are concerns that a child/young person has experienced or is at risk of suffering significant harm, the DSL/DDSL will contact Doncaster Children's Services/MASH on 01302 737777. Outside normal office hours, the Emergency Duty Team can be contacted on 01302 796000. In an emergency or where there is an immediate risk of significant harm, the police should be contacted on 999. Contact Children's Services - City of Doncaster Council
- Parents/Carers can contact Children's Social Care on 01302 737777.
- For advice relating specifically to concerns around the mental health of a child/young person, advice can be provided by ringing the Mental Health Specialist Advice Line 01302 796191.
- All staff are aware of MASH (Multi-Agency Safeguarding Hub). The Early Help Enquiry through MASH has been established to improve communication, information sharing and to support more effective delivery of services where there is a need. All enquiries are triaged by a Social Worker, where threshold for Early Help is clear, contacts will be screened within the Early Help Hub, where threshold is unclear the MASH process will be used. Staff are aware of the threshold for Early Help which can be found here DES-1034-Early-Help-Strategy-v02.indd
- All staff are aware that Early Help is not a service, but a way of thinking and working. It is a collaborative approach between services and families that provides support as soon as a need is identified. When a child/young person or family is not achieving all outcomes within the Early Help Outcomes Framework, Early Help will be offered to support them to reach those outcomes. Early Help | Doncaster Safeguarding Children Partnership (dscp.org.uk)
- An appropriate member of staff, such as the DSL/DDSL may be required to support other agencies and professionals in carrying out the Early Help assessment, in some cases acting as the lead practitioner.
- The academy recognises the development of Family Help arrangements under the Families First Partnership Programme and will work with local safeguarding partners to ensure children and families receive the right support at the right time.
- All staff are clear of the expectation of 'professional curiosity' to enable them to identify safeguarding concerns. Staff will exercise 'professional curiosity', respectfully exploring inconsistencies and seeking further information where required to safeguard children.
- All staff are alert to the potential need for Early Help for pupils who have 'experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provisions or a Pupil Referral Unit'.
- All staff acknowledge that Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. This may also be part of a schools response to child on child sexual violence and/or sexual abuse.
- MASH is a multi-disciplinary team with two main functions:
    - Providing information, advice and guidance to professionals who have queries about children who may need a coordinated early help response or a social care response.
    - Screening all early help enquiries to ensure an appropriate level of response for the child/young person and family.

The team is available from 8.30am to 5.00pm, Monday to Friday, and telephone messages will be responded to within one working day. Telephone: 01302 734110 for Early Help enquiries or for children's social care enquiries 01302 737777.

- The DSL/DDSL will act as Lead Professional where this is appropriate for the family.
- The school will ensure that an appropriate representative attends Child Protection Conferences, Core Groups and Child in Need meetings and where this is not possible, apologies given and a comprehensive report shared with the Chair or Social Worker using the appropriate format. Staff are aware of the expectations placed on them to contribute to the planning within child protection procedures.
- The school is aware of the process of escalation should there be differences of opinion regarding safeguarding concerns and will professionally challenge where appropriate. Professionals - Doncaster Safeguarding Children Partnership

Families First Partnership Programme (FFPP) & Doncaster Family Model

FFPP has been launched by the DfE, delivering the most significant reform in children's social care in the past 30 years. This will be a transformative year, and this policy will continue to be updated as and when changes are implemented.

This programme will take a family-focused approach involving family group decision-making and enhanced multi-agency collaboration. Families will be able to access the right help and support at the right time with early intervention being key to prevent problems from escalating.

To ensure all professionals working with children, young people and families in Doncaster are equipped to embrace and lead on this change, Doncaster is launching a clear practice framework – Doncaster Family Model.

At Campsmount Academy we are committed to this way of working and will ensure that all staff are appropriately trained and equipped to work with all safeguarding partners.

Families First Partnership programme - GOV.UK

Information sharing, confidentiality and record keeping



Campsmount Academy is aware that information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. The academy has clear powers to share, hold and use information for these purposes. The governing body will ensure that clear, understood arrangements are in place for sharing information within the academy and with local authority children's social care, safeguarding partners, and other relevant agencies, so that practitioners can work together effectively to safeguard children.

The school will ensure that:

- Timely information sharing is essential to effective safeguarding.

- While the UK GDPR and the Data Protection Act (DPA) 2018 place a duty on schools to process personal information fairly and lawfully, they also allow information to be stored and shared for safeguarding purposes. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children/young people. The DPA 2018, Data (Use and Access) Act 2025 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children/young people safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child/young person at risk.
- Staff should never promise a child/young person that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- If a child/young person asks the school not to tell anyone about the sexual violence or sexual harassment:
    - There is no definitive answer, because even if a child/young person does not consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies.
    - The DSL will have to balance the child/young person's wishes against their duty to protect them and other children/young people.
    - The DSL should consider that:
        - Parents or carers should normally be informed (unless this would put the child/young person at greater risk).
        - The basic safeguarding principle is: if a child/young person is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.
        - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
- Do all they reasonably can to protect the anonymity of any children/young people involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children/young people involved.
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information (information sharing advice for safeguarding practitioners) and will support staff who have to make decisions about sharing information. Further information on data protection can be found with consideration of Data (Use and Access) Act 2025 - Parliamentary Bills - UK Parliament
- **If staff are in any doubt about sharing information, they should speak to the DSL or DDSL.** The DSL or DDSL will have due regard for the serious harms test when making decisions about information sharing.

All safeguarding incidents are recorded on our online CPOMS system and all related files/documents are also uploaded to the system. All safeguarding records that come into school in hard copy are kept in a safe place and uploaded to CPOMS at the earliest opportunity. The school will ensure that timely information sharing is essential to effective safeguarding.

Where a child leaves the academy the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the

start of a new term. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

Further information can be seen in the policies below, that can be found on our website:

- Records Management
- Data Protection
- CCTV
- Biometrics
- Freedom of Information

Staff training – Different types of abuse

Staff at Campsmount Academy have been made aware of the **4 categories of abuse (Physical, Emotional, Sexual and Neglect)** and receive regular training to refresh their knowledge about what constitutes each category and the indicators of each as well as reference to specific safeguarding local issues and guidance on how to follow up and what to do in specific circumstances.

Section 4 - Support for children
Safeguarding Issues – including local issues and guidance

Staff are also made aware of specific safeguarding issues through regular training opportunities including online learning, staff briefings, INSET days, team meetings, bulletins and e mails. Staff are aware that any concerns must be raised with the DSL/DDSL and a written account that is factual and accurate, is recorded on CPOMS.

Allergy Policy

Allergy Policy

At Academy we are aware that from September 2026, we should develop a standalone Allergy Policy under Benedict's Law. We will comply with the following statutory requirements:

- Dedicated Allergy Policy
- Spare Adrenaline Pens
- Mandatory staff training
- Individual Healthcare Plans
- Appointed oversight

We have a designated allergy lead who will oversee school-wide allergy safety, incident reporting and compliance. Allergy safety is core safeguarding duty, not optional practice.

Useful links:
Allergy safety in schools - GOV.UK
Welcome to Allergy School, Teaching Children About Food Allergies
For Schools and Childcare Settings | Allergy UK | National Charity
Safer Schools Programme for Allergy Management | Anaphylaxis UK
Schools Allergy Code | The Allergy Team

Anti-Bullying including Child-on-Child abuse (including harassment and violence), Child-to-Parent abuse

The different forms of child-on-child abuse is understood as but not limited to:

- Bullying (including cyberbullying, prejudice based and discriminatory bullying.
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse'.

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice based incidents.

At Campsmount Academy we maintain an attitude of '**it could happen here'** and staff in our setting recognise that children and young people are capable of abusing other children and young people (including online). Our academy recognises that **child-on-child abuse, sexual violence and sexual harassment** is never acceptable and will not be tolerated, the academy has a zero tolerance policy. **It should not be passed off as 'banter', just having a laugh', 'part of growing up' or 'boys being boys'. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening. We recognise that it is more likely that girls will be victims and boys perpetrators but all child-on-child abuse is unacceptable and will be taken seriously.**

Staff in our setting recognise that children and young people are capable of abusing other children and young people (including online). All our staff are clear about the policy and procedures regarding anti-bullying, child on child abuse, sexual violence, and sexual harassment. Staff are aware of and follow the statutory guidance in KCSIE on how schools should respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online. Staff will engage with all relevant agencies and professional assessments will be used to inform the approach to supporting and protecting children/young people. In addition, all staff recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

The wishes of Children/young people affected by abuse will be considered and they will be given as much control as reasonably possible regarding how an investigation will be progressed and what support they are offered, balanced against the school's duty to protect others.

Where appropriate, explicit risk assessments of need will be developed and will be considered on a case-by-case basis.

The school recognises that some children may cause harm to parents, carers or family members. This behaviour may indicate unmet safeguarding, mental health or contextual needs requiring assessment and intervention.

We have built a safeguarding culture in our academy so that staff are aware of and follow the statutory guidance in KCSIE 2026 on how schools should respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online (see Appendix 1 – how to deal with concerns).

At Campsmount Academy we do not accept bullying of any kind. In our academy we believe that everyone has a right to equal chances. Each student is valued and respected for who they are:

- We are a school where bullying is seen as unacceptable by all members of the school

- We will deal with it seriously and sensitively
- We will take appropriate action
- We will not tolerate bullying

We always ensure that recording systems have clear definitions assigned and clear analysis detailing the outcome of any reported incidents that are shared with senior leaders/governors.

Further information can be seen in the policies below, that can be found on our website:

- Behaviour, anti-bullying and exclusion policy
- Online safety
- SEND
- Relationships and Sex Education
- Complaints
- Lifeskills/PSHCE curriculum topics

Useful Links:
Keeping children safe in education - GOV.UK
What is sexual consent? | Rape Crisis England & Wales
Working together to safeguard children - GOV.UK (www.gov.uk)
What is harmful sexual behaviour - Lucy Faithfull Foundation
Home - Shore
Harmful sexual behaviour (HSB) or peer-on-peer sexual abuse | NSPCC Learning
HSB framework and audit | NSPCC Learning
Beyond Referrals | Contextual Safeguarding

Child Exploitation (including Child Criminal Exploitation and Child Sexual Exploitation)

Child Exploitation (CE)

At Campsmount Academy we recognise that child exploitation is a form of abuse and often involves an imbalance of power. We understand that children/young people often trust their abuser and do not know that what is happening is wrong, or they feel they are unable to tell anyone due to fear, intimidation, coercion and violence. We recognise that we all have a role to play to spot the signs and help keep children/young people safe. All our staff are clear about the signs to look for when considering CCE and CSE, about policy and procedures with regards to child exploitation and will report concerns to Doncaster Children's Social Care.

Child Criminal Exploitation (CCE)

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can be perpetrated by organised networks or gangs, and the victim may identify as part of this group.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, this can include County Lines Activity, drug supply, thefts and other offending. It may include forced labour or children being used to facilitate fraud. This can happen both online and in local communities, or a combination of these. It can include children who have been moved for the purpose of exploitation. This may constitute modern slavery.

Child Sexual Exploitation (CSE)

This can occur when children are sexually abused in exchange for something they need or want, or for the financial gain/status of another/others. Grooming of victims can take place online or in communities and may be perpetrated by individuals or groups with most sexual abuse is committed by individuals known to the victim. Victims are not always recognised and can be criminalised for actions they take while under coercion.

Indicators of involvement in child exploitation:

- Acquisition of money, clothes, mobile phones etc without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- 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/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours and
- Self-harm or significant changes in emotional well-being.

For more information follow the link to national guidance:

Criminal Exploitation of children and vulnerable adults: County Lines guidance (publishing.service.gov.uk)

Multi-Agency Child Exploitation (MACE) panel

Any child deemed to be at risk of/or currently subject to exploitation will be referred into the MACE process. A panel that consists of Specialist Exploitation staff, South Yorkshire Police, Social Care, Health, Probation. Education and other partners, sits weekly to share information regarding those deemed at risk and an action plan will be developed and reviewed to manage the concerns.

We understand that the requirement to report child sexual abuse for anyone working in regulated activity with children/young people has now received Royal Assent and forms part of the Crime and Policing Act 2026. More guidance and training is expected from the government, however, It introduces a new statutory duty for individuals undertaking key roles with responsibility for children and young people in England to report sexual abuse when they are made aware of it. It also includes a new criminal offence of attempting to prevent someone reporting child sexual abuse.

Staff will report any concerns around child sexual abuse immediately to the police and children's social care.

Mandatory reporting of child sexual abuse in England: update on the Crime and Policing Act | NSPCC Learning
Crime and Policing Act 2026: Independent Inquiry into Child Sexual Abuse recommendations factsheet - GOV.UK

Com Networks

At Academy staff are aware of 'Com Networks' which can be defined as:

Transnational Virtual Networks (TVN) of criminal actors which engage in a variety of illegal acts or coerce others to do so in furtherance of their own personal gain, development of their infamy, or in furtherance of their ideologies.

The networks can broadly be broken down into three identifiable subgroups:

- A group operating online primarily involved in extorting minors to commit digital and real-world sex crimes, criminal acts against the person, property & animals; and the promotion of self-harm and suicide: (Sextortion Com)
- A group acting online who hold extremist mind-set who promote a violent Nihilistic worldview encourages damage to property, harm to individuals & potentially acts of terrorism. (Offline Com)
- A group who has a common purpose to conduct criminal activities that maliciously use digital technologies that target commerce/ infrastructure by means of Network Intrusions/ Ransomware etc. (Cyber Com)

Com Networks should be assessed as potential child criminal exploitation, and it is likely that the online nature of these crimes will involve multiple perpetrators and victims across a geographical span.

Where staff have concerns, referrals will be made in line with local procedures including sharing intelligence with the police.

Useful links:
Exploitation | Doncaster Safeguarding Children Partnership (dscp.org.uk)
Child Sexual Exploitation & How to Keep Your Child Safe | NSPCC
Child sexual exploitation - City of Doncaster Council
Child exploitation disruption toolkit - GOV.UK (www.gov.uk)
Encouraging Potential and Inspiring Change - supporting young people - City of Doncaster Council
Stop child exploitation - SYP (southyorks.police.uk)
Preventing Child Sexual Exploitation | The Children's Society
Modern slavery: how to identify and support victims - GOV.UK
The National Cyber Security Centre | National Cyber Security Centre

Third Pary Intelligence

Any intelligence around actual or suspected criminal activity including child exploitation, concerning associations and notable changes can and should be shared with the police via Third Party Intelligence. This can often add a richer picture for the police and statutory partners, if sharing is appropriate in the circumstances. These particular pieces of information are often equally as important when assessing CE, CSE and other exploitative crimes which involve children.

Information should be shared with South Yorkshire Police using the Third-Party Intelligence online portal (link below). The DSL will complete this. The source of the information is always protected and not disclosed, even to other police officers.
http://www.southyorkshire.police.uk/partners/partner-services/community-partner-intelligence/v2/share-community-partnership-intelligence/

Child Victims of Trafficking and/or Modern-Day Slavery

At Campsmount Academy we recognise that 'Trafficking of persons' means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

'Modern slavery' is a form of organised crime in which individuals including children and young people are treated as commodities and exploited for criminal and financial gain. It encompasses human trafficking, slavery, servitude and forced labour.

Children of all ages are affected and can be trafficked into, within ('internal trafficking'), and out of the UK for many reasons and all forms of exploitation.

Parents, carers, or family members may exploit children and young people. Often the child or young person will not realise that family members are involved in the exploitation.

Modern slavery and trafficking are child abuse, and any potential victim of child trafficking or slavery, servitude, or forced or compulsory labour should immediately be referred to Children's Social Care, as they may be suffering significant harm.

Useful links:
Modern slavery: how to identify and support victims - GOV.UK

Children Absent from Education (CAE) and Children Missing Education (CME)

Definitions:

- A **child absent from education** is a child who is of compulsory school age and is either not receiving suitable education, or is registered at a school but is absent for prolonged periods or on repeated occasions.
- A **child missing education (CME)** is a child of compulsory school age who is not registered as a pupil at a school and is not receiving suitable education otherwise than at a school.

We understand that if a child is absent from education or has unexplained and/or persistent absences from education, these are vital warning signs of safeguarding risks to a child. It could indicate that a child is;

- being abused
- being neglected
- subject to sexual or child criminal exploitation

It might also indicate that a child has mental health problems, or is at risk of;

- substance abuse
- travelling to conflict zones
- female genital mutilation (FGM)
- honour-based abuse or forced marriage
- exploitation

Children who are persistently absent from school are more likely to need early help, and this includes children who are persistently absent for part of the school day. These children are more likely to become children missing education.

We therefore have robust unauthorised absence and children missing education procedures in place (as outlined in our Attendance policy) – so we can act early to keep children safe and to avoid them becoming CME in the future.

Children/young people missing

At Campsmount Academy our procedures are designed to ensure that a missing child/young person is found and returned to effective supervision as soon as possible. If a child/young person goes missing, we will:

1. Immediate Action
o If a student is believed to be missing from a lesson, staff must notify HP using the HP Request function on ClassCharts.
o A search of the building and known areas should be carried out by available staff.
2. Escalation
o If the student cannot be located promptly, the Designated Safeguarding Lead (DSL) or a Deputy DSL must be informed without delay.

o Parents/carers will be contacted.
o If the student's whereabouts remain unknown and there is a safeguarding concern, the police will be notified.

3. Recording

o All incidents must be logged on CPOMS (or your school's safeguarding/behaviour system) with details of actions taken.
o Attendance codes must be updated to reflect the absence.

4. Multi-Agency Coordination

53o Where appropriate, the school will follow the South Yorkshire Children Missing from Home and Care Protocol and the Doncaster Local Authority Lost or Missing Children Policy (Absconding).

5. Prevention & Review

o Risk assessments will be updated for students with repeated absconding behaviour.

If there are significant concerns for a child's/young person's safety, we will call the police using 101 or in an emergency 999. Children's social care will also be informed.

A multi-agency meeting between SYP Missing/SYP CE/MST/CE and RHI teams takes place Monday-Friday each morning to discuss and share information around children currently Missing to assist in their Return.

All Doncaster children who go Missing are referred through to the Doncaster Return Home Interview service for them to be considered for a Return Home Interview once they are Returned. This is an independent, confidential interview that allows a child the opportunity to disclose factors that have led to their going Missing, how things have been since their Return and what might help prevent further Missing episodes. This is shared with the Lead Professional within Children's Services so that they can act on any issues or concerns raised by the child, to reduce the likelihood of further Missing episodes. Where triggers have been met, a Strategy meeting will be convened.

Children Missing Education (CME/children absent from education)

At Campsmount Academy we recognise that all children/young people, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have.

We also recognise that being absent as well as missing from education can be a safeguarding indicator, including sexual abuse, sexual exploitation, or child criminal exploitation. Attendance is a key safeguarding priority. Persistent absence and severe absence will be treated as potential indicators of harm and responded to accordingly.

We will comply with our statutory duty to inform the Local Authority of any child/young person identified as CME or absent from education and this indicates safeguarding concerns. We will follow Working together to improve school attendance, DSCP procedures and statutory guidance outlined in children missing education – statutory guidance for local authorities.

Further information can be seen in the policies below, that can be found on our website:

- Leger Trust Attendance policy (including coverage of CME and CAE)
- SEND policy

Useful Links:
Working together to improve school attendance - GOV.UK
Children missing education - GOV.UK
CME Policy- revised January 2024.docx
Children Missing Education and Children in Education...



2.02 SY Missing from Home and Care Proto

Children in Alternative Provision

At Campsmount Academy we know that where we place a child/young person with an alternative provision provider, we continue to be responsible for the safeguarding of that child/young person and should be satisfied that the placement meets their needs. We will:

- Be aware of the additional risk of harm that their pupils may be vulnerable to.
- Obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment.
- Keep accurate records of where the child is, including all sites attended. Always know where a child is based during school hours.
- Review placements at least every half-term to ensure safety and the suitability of the placement.
- Immediately review or end the placement if safeguarding concerns arise.

Useful Links:
Alternative provision - GOV.UK
Education for children with health needs who cannot attend school - GOV.UK
Non-school alternative provision: voluntary national standards - GOV.UK

Children in Care (CIC)

At Campsmount Academy we recognise that children in care are likely to have experienced some form of abuse, neglect, or trauma prior to entering care and be living with those consequences. Children in care are given the highest priority within school admission arrangements and we are guided by the requirements set out in the school admissions code School admissions code - GOV.UK (www.gov.uk)

At Campsmount Academy we have a Designated Teacher (DT) who is responsible for championing the needs of children in care in our school (Sarah Millar).

Campsmount Academy is aware of the role of Virtual School Heads, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. In addition to, recognising attendance as a key factor in safeguarding, Virtual School Heads should work with local authorities to set and report on ambitious targets to improve their attendance.

Further information can be seen in the policies below, that can be found on our website:

- Children in Care (LAC) policy

Useful Links:
Children's social care: virtual school head role extension - GOV.UK

Dangerous Dogs

At Campsmount Academy we are aware of the Dangerous Dogs Practice Guidance and the definition of dangerous dogs as follows:

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

More information can be found here – https://dscp.org.uk/dscp_-_dangerous_dogs_practice_guidance_leaflet_-_pdf/

At Campsmount Academy any member of staff who becomes aware of a dog that could be prohibited or considered dangerous, or that a dog in the household is prohibited or presents a risk to a child/young person, will refer to the Police and/or the Children's Social Care without delay.

Banned dog breeds (meaning dogs to which section 1 of the Dangerous Dogs Act 1991 must not be kept or present on the premises at any time.

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

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

We will also collect the following information:

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

Useful links:
14865_proof_4LR_WEB.pdf (bluecross.org.uk)
Dog Help and Advice | Dogs Trust
Pet advice | Battersea Dogs & Cats Home
Safe and Sound Award Scheme | Dog training | The Kennel Club

Domestic Abuse

At Campsmount Academy we recognise that prolonged or regular exposure to domestic abuse can have a serious impact on a child's/young person's development and emotional well-being, despite the best efforts of the non-abusing parent to protect the child. We recognise that witnessing ill treatment of others is harmful to children including where children can see, hear or experience its effects. We therefore educate our pupils through our PSHE curriculum of what Domestic abuse is and where to go for help and support.

The Domestic Abuse Act 2021 defines domestic abuse as behaviour by a person towards another person where both are aged 16 or over and are personally connected. Abusive behaviour includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, and psychological, emotional or other abuse. Children are recognised as victims of domestic abuse in their own right where they see, hear or experience the effects of the abuse and are related to, or have a parental-responsibility relationship with, the victim or perpetrator. Anyone can be a victim of domestic abuse, regardless of sex, gender, age, ethnicity, socio-economic status, sexuality or background. Domestic abuse can occur within or outside the home and can take place online or offline.

Domestic abuse impacts on children/young people in a number of ways. The impact of domestic abuse is likely to be exacerbated when combined with any form of substance misuse or mental ill health. Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

For children/young people living in situations of domestic abuse, the effects may also result in behavioural issues (including anti-social behaviour), absence from school, difficulties concentrating, lower school achievement, ill health, bullying, substance misuse, self-harm, running away, anti-social behaviour, depression and anxiety and physical injury.

At Campsmount Academy if we become concerned that a child/young person is suffering or is at risk of suffering significant harm, we will make a referral to Children's Social Care. We will ensure that children/young people in our setting receive the appropriate support and will use the Domestic and Sexual Abuse Toolkit for Education to identify abuse and teach about healthy relationships.

We are aware of the MARAC (Multi Agency Risk Assessment Conference) process and work with the Local Authority to ensure relevant information is shared in respect of children in our school who are linked to those being discussed at the MARAC panel due to domestic abuse.

At Campsmount Academy appropriate staff understand **Operation Encompass**, have accessed the appropriate training, and signed the agreement in order to receive notifications of domestic abuse. Staff are notified, not of the individual circumstances of the notification, but to keep a special eye on the students who may need additional support at that time.

At academy, appropriate staff understand Operation Encompass and have completed the relevant Key Adult training. Operation Encompass enables the police to notify the academy when they have reasonable grounds to believe that a child may be a victim of domestic abuse. Notifications are shared with the academy's trained Key Adult, normally the DSL or DDSL, to enable appropriate support to be provided. Operation Encompass notifications do not replace normal safeguarding procedures or referrals to Children's Social Care or the Police where required.

"The Domestic Abuse Navigator Service (DANS) work whole family in response to high risk domestic abuse however families MUST have a social worker in order to access support. The service also deliver both The Getting On programme which is a programme to support families experiencing Adolescent to Parent Violence and Abuse (APVA) which can be accessed via MASH and One of a Kind a primary aged healthy relationship programme for families impacted by domestic abuse (a cohort of children are identified by the school to participate) and accessed via DAN's email inbox "DANS" DANS@doncaster.gov.uk

Useful links:
Domestic Abuse - City of Doncaster Council
Domestic Abuse Protocol - City of Doncaster Council
MARAC - Doncaster Council

Educational Neglect

At Campsmount Academy staff recognise the indicators of educational neglect which can include:

- **Persistent Absence**: Missing school regularly or for long periods without a substantiated reason. Falling below 90% attendance is a recognised academic risk, while severe absence (below 50%) is heavily linked to neglect.
- **No Alternative Provision**: A child is not registered at a school and is not receiving any other suitable education.
- **Lack of parental Engagement**: Caregivers refuse to engage with the school, the local council, or relevant support agencies to improves their child's attendance.
- **Developmental Delay**: Falling significantly behind age-related educational expectations and failing to reach academic potential.

Persistent and severe absence will be treated as potential indicators of harm and responded to accordingly.

We recognise the risks and impacts as:

- Becoming Not in Employment, Education or Training (NEET) in later life.

- Extra-familial harms, including criminal or sexual exploitation.
- Being victims of wider abuse or neglect.

Where we have concerns of educational neglect, appropriate referrals will be made.

Elective Home Education (EHE)

The overall aim is for all children and young people in Doncaster to have the opportunity to fulfil their potential through access to a suitable education appropriate to their age, ability, and aptitude (section 7, The Education Act, 1996)

At Campsmount Academy we respect that parent's may decide to educate their children/young people at home. When parents approach us to electively home educate we meet with the parents and explain the reasons why pupils benefit from being educated at school encouraging them to consider the decision to home educate very carefully before going ahead, particularly where a child has SEND needs, is vulnerable and/or has a social worker. We recognise that home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

If we become concerned that a child/young person is suffering or is at risk of suffering significant harm, we will make a referral to Children's Social Care.

The Children's Wellbeing and Schools Act 2026 received Royal Assent on 29 April 2026, meaning that is it now an act of law. The Act will make important changes to protect children and improve education with work beginning from now to put these changes into place over the coming year, including:

- Local Authorities maintaining a 'Children Not in School' register.
- A new requirement for parents to obtain consent from the Local Authority to withdraw their child from school to home educate them if their child is:
  - Subject to an enquiry under Section 47 of the Children Act 1989.
  - On a Child Protection Plan
  - At a special school.

Useful links:
Children's Wellbeing and Schools Bill 2024: policy summary - GOV.UK
Children's Wellbeing and Schools Act 2026
Educating your child at home - City of Doncaster Council

Further information can be seen in the policy below, that can be found on our website:
- Attendance Policy

Fabricated or Induced Illness

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their main carer and which is attributed by the adult to another cause. It is a relatively rare but potentially lethal form of abuse.

Concerns will be raised for a small number of children when it is considered that the health or development of a child is likely to be significantly impaired or further impaired by the actions of a carer or carers having fabricated or induced illness.

Campsmount Academy realises that it is important that the focus is on the outcomes or impact on the child's health and development and not initially on attempts to diagnose the parent or carer.

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

Investigation of Fabricated and Induced Illness and assessment of significant harm to a child falls under statutory framework provided by Working Together to Safeguard Children and Safeguarding Children in whom illness is fabricated or induced (Supplementary guidance to Working Together to Safeguard Children) The DfE have provided additional guidance for schools in addition to KCSIE 2026 highlighting additional advice and support. DSLs will liaise with professionals and follow DSCP agreed procedures.

Useful Links:
Fabricated or Induced Illness/Perplexing Presentations
Overview - Fabricated or induced illness - NHS

Female Genital Mutilation (FGM) and Breast Ironing (or flattening)

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally (101). This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.
Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.
The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM should **speak to the DSL** and follow our local safeguarding procedures.
This does not replace safeguarding children actions, therefore a referral will also be made to Children's Social Care.

At Campsmount Academy we recognise that FGM is illegal in the UK and section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18. We also recognise that this does not replace safeguarding children actions, therefore a referral will also be made to Children's Social Care.

At Campsmount Academy all staff have received FGM awareness training as part of the whole school safeguarding training.

The summer holidays are when this is most likely to occur. Staff should look out for requests for extended holidays, or mention of a 'special' trip or a 'special ceremony' to become a woman (girl's friends may talk about this)– these can be signs that a girl is going to be a victim of FGM. Our staff have been trained to report things like this, in order to take action to prevent the girl becoming a victim as well as to support girls who have already been subjected to FGM.

We also recognise that Breast Flattening is child abuse, illegal and as with female genital mutilation it is pre-pubescent girls that are most at risk.

Useful Links:
Female Genital Mutilation
Mandatory reporting of female genital mutilation: procedural information - GOV.UK (www.gov.uk)

Female Genital Mutilation - Prevent & Protect | NSPCC
Breast Flattening – National FGM Centre


FGM%20Pathway%20Doncaster.docx

Forced Marriage

Forced marriage is a marriage where one or both people do not, or cannot, consent, and pressure, coercion, threats or abuse are used to cause them to marry. Since February 2023, it is a criminal offence in England and Wales to cause a child under 18 to marry, whether or not coercion, threats or violence are used. This includes non-legally binding religious or traditional ceremonies.

The academy recognises forced marriage as a safeguarding concern. Staff will report any concerns immediately to the DSL and follow relevant safeguarding procedures and statutory guidance, including The Right to Choose: Government Guidance on Forced Marriage.

At Campsmount Academy we recognise that, in a forced marriage, one or both spouses do not consent to the arrangement of the marriage and some elements of duress are involved. Duress can include physical, psychological, financial, sexual, and emotional pressure. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child.

Where there are concerns about the welfare or safety of a child/young person, we will report this immediately to Children's Social Care.

Useful Links:
Forced Marriage
Forced marriage - GOV.UK

Harmful Sexual Behavior (HSB)

The academy will respond to all signs, reports and concerns of harmful sexual behaviour (HSB), child-on-child sexual harassment and sexual violence. This includes incidents occurring outside of the school premises, and/or online.

Sexual violence refers to specific sexual offences under the Sexual Offences Act 2003 involving:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration, and A does not reasonably believe that B consents
- Assault by penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents
- Sexual assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents. Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault)
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity, and each time activity occurs. A child under the age of 13 can never consent to any sexual activity, the age of consent is 16, and sexual intercourse without consent is rape.

HSB can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

HSB exists on a continuum and may escalate into sexual harassment or sexual violence. It can occur online or face-to-face (both physically and verbally) and is never acceptable. Sexual violence and sexual harassment may overlap.

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

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay and bisexual children, or children questioning their gender are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- Recognising the intersection of misogyny/misandry and harmful sexual behaviour. It's important not to dismiss issues that may seem minor at first, such as derogatory language, as behaviours can escalate into more severe forms of child-on-child abuse

If staff have any concerns about HSB, sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Where there are concerns around HSB, staff will seek advice from the CYPF Psychology service via the HSB telephone advice line. The HSB Telephone Advice Line is a dedicated support service available to all professionals

working with children, young people, and families across Doncaster. The line provides timely consultation, guidance, and signposting in relation to concerns about problematic/harmful sexual behaviours.

The advice line is open every Tuesday from 9:00am to 3:00pm, offering accessible expert support to professionals across sectors such as education, health, social care, youth services, and the voluntary sector. The phone number is 01302 734008.

The service aims to support professionals in identifying and responding appropriately to inappropriate/problematic/harmful sexual behaviours or to be able to discuss the behaviours of concern and try to identify where these would sit on the continuum. The aim of the phone line is to promote early intervention and proportionate responses from those best placed to support the child or young person and to increase confidence and understanding in managing cases involving inappropriate/problematic/harmful sexual behaviours.

Callers to the advice line can expect:

- Specialist advice tailored to the specific situation or case.
- Guidance on risk assessment and management, including appropriate next steps.
- Support with decision-making, including thresholds for referral or escalation.
- Information on best practice, policies, and safeguarding procedures.
- Signposting/provision to/of relevant resources, tools, and local or national services.

Ideally consent should be sought from the parents/carers to discuss the case, however not obtaining consent would not rule out a call being made; however, it may limit the amount of information which can be shared.

The telephone advice line does not replace normal reporting procedures where there are safeguarding concerns, therefore the stand reporting procedures to Children's Social Care and the Police should always be followed.

Useful links:
Lucy Faithfull Foundation – Preventing child sexual abuse
Stop It Now – Preventing child sexual abuse
Home – Shore
Eliminating Child Sexual Abuse Online | Internet Watch Foundation IWF

Homelessness

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

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

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

Useful links:
St.Leger Homes | St.Leger Homes | Home Options (stlegerhomes.co.uk)
Ending Homelessness Together - Riverside
Housing other vulnerable groups - City of Doncaster Council

Honour Based Abuse (HBA) (including FGM, breast ironing and forced marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. We are mindful that it is important to be aware of this dynamic and additional risk factors when deciding what form of

safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such. Professionals in all agencies, and 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.

At Campsmount Academy we recognise that Honour based Abuse is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code.

For young victims it is a form of child abuse and a serious abuse of human rights.

Staff who have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, should speak to the DSL or DDSL. Any suspicion or disclosure of violence or abuse against a child in the name of honour will be referred to Children's Social Care.

Useful links:
Tackling violence against women and girls strategy - GOV.UK (www.gov.uk)
So Called 'Honour-Based' Abuse

Online Safety (including AI, filtering and monitoring and the use of social media)

Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. We protect and educate pupils, students, and staff in their use of technology and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

At academy we will ensure that in accordance with KCSIE, appropriate filters and monitoring systems are in place and regularly reviewed to protect children/young people when they are online in school. We will follow the guidance in KCSIE and ensure that all staff will receive training on the expectations, applicable roles, and responsibilities in relation to filtering and monitoring on school devices and networks. With support from the Governors/Trustees and Senior Leadership Team, the DSL will take responsibility for understanding the filtering and monitoring systems and processes in place.

Online safety is a key safeguarding priority.

Risks include:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes, sharing other explicit images and online bullying, and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

If pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group
https://apwg.org/

Artificial Intelligence (AI)

We will adhere to the DfE guidance on 'Generative AI: Product Safety Expectations' to ensure that capabilities and features of generative AI products and systems are considered safe for users in schools.

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT.
Academy recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
Academy will treat any use of AI to access harmful content or bully pupils in line with this policy and our Behaviour, anti-bullying and exclusions policy.
Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

Filtering and Monitoring

At Campsmount Academy we will ensure that in accordance with KCSIE, appropriate filters and monitoring systems are in place and reviewed by Andy Broad at least once every academic year to protect children/young people when they are online in school. We will follow the guidance in KCSIE and ensure that all staff will receive training on the expectations, applicable roles, and responsibilities in relation to filtering and monitoring on school devices and networks. With support from the Governors/Trustees and Senior Leadership Team, the DSL will take responsibility for understanding the filtering and monitoring systems and processes in place. We will adhere to the DfE guidance on 'Generative AI: Product Safety Expectations' to ensure that capabilities and features of generative AI products and systems are considered safe for users in schools. There will be governor oversight on this and they will seek evidence of the review cycle and assurances.

Generative AI: product safety expectations - GOV.UK
Keeping children safe in education - GOV.UK
Generative artificial intelligence (AI) in education - GOV.UK

At Campsmount Academy we will adhere to the filtering and monitoring standards set by The Department for Education. Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs.
- Schools can use the DfE https://www.gov.uk/guidance/plan-technology-for-your-school to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.
- we will ensure that in accordance with KCSIE 2026 appropriate filters and monitoring systems are in place and regularly reviewed to protect children/young people when they are online in school. We will follow the guidance in KCSIE 2026 and ensure that all staff will receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring on school devices and networks.
- with support from the Governors/Trustees and Senior Leadership Team, the DSL will take responsibility for understanding the filtering and monitoring systems and processes in place.

In our academy the responsibilities associated with filtering and monitoring are as follows:

- The DSL takes the lead responsibility for filtering and monitoring reports and any safeguarding concerns that appear.

- The Senior Leadership team make sure that staff understand their roles, review the effectiveness of our systems and oversee reports.
- Our Leger IT team have technical responsibility for maintaining and managing our system.

We have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network (NEN)

If there are any immediate safeguarding concerns in respect of online usage, the DSL will follow the appropriate safeguarding procedures. The Trust conducts an annual review of the schools approach to online safety including a risk assessment which considers and reflects risks faced by our school community.

Risk assessments relating to online safety will include consideration of AI-enabled harms, including nudification apps, deepfakes, AI-generated intimate imagery, impersonation and AI-assisted grooming.

At Campsmount Academy we aim to educate and reinforce the importance of online safety to parents and carers via our website, communications sent directly to them and during parents' evenings. We also ensure our safeguarding arrangements, including key personnel, are known so that parents and carers know how to raise concerns about online safety.

In the event of any remote education, parents and carers will be made aware of what we ask students to do online (e.g. sites they need to visit or who from the academy they'll be interacting with online). Academy will keep in regular contact with parents and carers; this will include reinforcing the need to keep children safe online and to provide information about the filtering and monitoring systems the Academy has in place.

We have an Online Safety Policy, which can be found out our academy website; all members of the school community are required to sign an agreement regarding the acceptable use of the internet in school, use of the academy's ICT systems and use of their mobile and smart technology.

Photographs and videos of students will be carefully planned before any activity with particular regard to consent and adhering to the Trust Data Protection Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

The DfE have issued guidance relating to the use of mobile phones in school and how schools should implement a policy that prohibits the use of mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. At Campsmount Academy, procedures govering mobile phones are outlined in our behaviour policy, which all staff are aware of and will implement.

Useful links:
Using AI in education settings: support materials - GOV.UK
Appropriate Filtering and Monitoring - UK Safer Internet Centre
https://www.nen.gov.uk/
Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)
Plan technology for your school - GOV.UK
Cyber security training for school staff - NCSC.GOV.UK
Keeping children safe online | NSPCC
Mobile phones in schools - GOV.UK
Creating a mobile phone-free environment: school case studies - GOV.UK

Online Safety and the Use of Social Media

At Campsmount Academy we ensure online safety is a running and is an interrelated theme throughout whole school approach to safeguarding and related policies and procedures. This includes considering how online

safety is reflected, as required, in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

At Campsmount Academy and Leger Education Trust we recognise that today's students are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. The Academy/Trust online safety policy and day-to-day online e-safety procedures have due regard to the most recent DFE non-statutory guidance entitled 'Teaching online safety in school' (June 2019). This helps teach our students how to stay safe online, within both new and existing school subjects (including Relationships Education,
Relationships and Sex Education, Health Education, Citizenship and Computing). We teach students about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app. At Campsmount Academy, we understand the responsibility to educate our students about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

This includes:
• The safe use of social media, mobile technology, the internet and other technology.
• Keeping personal information private.
• How to recognise unacceptable behaviour online.
• How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.

Campsmount Academy provides training for staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. This is regularly refreshed for all staff. All staff are aware of the Online Safety Policy which can be found on our website, and **restrictions to using their own personal phones** during the school day and will not take pictures or recordings of children on their personal phones or cameras. The Policy also outlines sanctions for staff where the policy is not adhered to. The Academy Behaviour Policy also makes it clear that children are not permitted to use their personal phones while on the academy site and outlines related sanctions if a student is in breach of this, or in breach of the acceptable use of the academy's ICT systems or use of the internet. The Behaviour Policy also outlines the DfE's guidance on searching, screening and confiscation making it clear that staff have the power to search student's phones.

At Campsmount Academy staff are aware of the risks to children/young people when online and using social media. Education around this is included in our curriculum and information, guidance and advice shared with parents/carers.

Where incidents involving the misuse of social media are identified, whether at home or at school, these are taken seriously and appropriate actions taken including referrals to external agencies where required.

At Campsmount Academy if staff are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery,' they will report it to the DSL immediately.

Staff will **not**:

- View, copy, print, share, store or save the imagery, or ask a child/young person to share or download it (if staff have already viewed the imagery by accident, they must report this to the DSL).
- Delete the imagery or ask the child/young person to delete it.
- Ask the child/young person(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the child/young person(s) it involves or their, or other, parents and/or carers.

- Say or do anything to blame or shame any children/young people involved.

Staff will explain that they need to report the incident and reassure the child/young person(s) that they will receive support and help from the DSL.

Please see other policies linked to Online Safety below which are available on our website:
- Leger Trust online safety policy
- Curriculum policy
- Acceptable use policy
- Bring Your Own Device policy
- Behaviour, anti-bullying and exclusions policy
- Remote learning policy
- Staff code of conduct
- Staff Discipline policy

Useful links:
Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)
CEOP Safety Centre
Childnet — Online safety for young people
'Adolescence' The Netflix Series - What Does it Tell Us and How Can We Respond? - Services For Education

Operation to support Afghan and Ukrainian arrivals in the UK

DSLs will consult with appropriate professionals regarding Afghan and Ukrainian arrivals following guidance, which can be found at: Education and childcare: Homes for Ukraine - GOV.UK (www.gov.uk)
For more information about supporting Ukrainian arrivals in the UK:
Situation in Ukraine: Information for guests, sponsors and families - City of Doncaster Council

Our academy will: (adapt below as necessary)

- Provide bilingual support to enable children to access the full curriculum.
- Provide pastoral care for those children who need it.
- Provide a Key Person in school who will liaise with families and their sponsors as required.
- Be aware of vulnerabilities for the children and seek advice where needed.

Power to Search – searching, screening and confiscation

At Campsmount Academy we recognise that children/young people may bring prohibited items onto the school site. To ensure the safety of all children/young people and staff on site, Headteachers and staff authorised by them, have a statutory power to search pupils and their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. School staff can also search a pupil for any item if the pupil agrees. Staff will always follow DfE guidance regarding searching, screening and confiscation.

Prohibited items are:
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that is suspected to have been used or is likely to be used to commit an offence, or to cause personal injury to or damage to the property of any person.

- banned items.

Key Rules and Procedures:

- **Reasonable Suspicion:** Staff must have reasonable grounds to believe a banned item is concealed before conducting a search without consent.
- **Consent:** Teachers can search students with their agreement (under common law), and schools can routinely search lockers or desks as a condition of use.
- **Witnesses:** A search must generally be carried out by a staff member of the same sex as the pupil, and another staff member should be present as a witness.
- **Strip Searches:** School staff cannot carry out strip searches. If a strip search is deemed necessary, the police must be called.
- **Force:** Staff may use reasonable force when conducting a search for prohibited items like weapons, alcohol, or drugs, but not for items solely banned under school rules.

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Where there are safeguarding concerns, staff will follow the appropriate safeguarding procedures and where required will call the police.

Further information can be seen in the policies below, that can be found on our website:

- Behaviour, anti-bullying and exclusions policy
- Use of Restrictive Interventions policy

Useful Links:
Searching, screening and confiscation at school - GOV.UK (www.gov.uk)

Prevent

At Campsmount Academy we recognise that all schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The academy understands the following definitions:

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

Possible signs of radicalisation may include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech

- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

The school has a Prevent Risk Assessment in place which is reviewed and updated based on the current threat level. All DSL/DDSL and Senior Leaders at Campsmount Academy have familiarised themselves with Prevent duty guidance: Guidance for specified authorities in England and Wales (publishing.service.gov.uk) and are aware of local procedures for making a referral.

From information provided through the annual Counter Terrorism Local Profile briefing, we recognise that there are some emerging issues that are particularly relevant to education settings:

- A rising number of young people becoming involved in terrorism-related offending.
- The impact of gore and exploitation content on young people's susceptibility to radicalisation.
- The role of online spaces, including platforms such as Terror-gram, gaming communities, and emerging technologies like 3D printed firearms.
- Risks related to Violence Fixated Individuals.

All staff and governors have access Prevent training and know how to recognise and respond to any behaviour that could link to radicalisation/extremism. Any concerns will be reported using the appropriate safeguarding procedures.

If you have concerns about extremism
If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.
If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. **Speak to a member of the senior leadership team** and/or seek advice from local authority children's social care. **Make a referral to local authority children's social care directly**, if appropriate – **see making a referral below.** Inform the DSL or deputy as soon as practically possible after the referral.
Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.
The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.
In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

All staff are trained and know how to recognise and respond to any behaviour that could link to radicalisation/extremism. Any concerns will be reported using the appropriate safeguarding procedures. If travel abroad is a suspected/immediate threat, staff are aware to call 999/MASH one front door service.

In addition, the following advice is available.
Anti-terrorist hotline 0800789321.
DfE and
ACT (Action Counters Terrorism)
NSPCC
Educate against Hate

For safeguarding local advice **SY Police Prevent Team** are the first point of contact:

Tel. 0114 2523217 or 101
Email Prevent@southyorks.pnn.police.uk
Report extremist material online www.gov.uk/report-terrorism

More information can be found on this leaflet:
Prevent leaflet (sheffield.gov.uk)

A referral form can also be completed.
Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people and what support may be available. Our school will ensure that all staff undertake Prevent awareness training.

Staff are aware of the PREVENT agenda and understand the Doncaster **Channel Process.**
The school has undertaken a prevent self-assessment and all staff are aware of spotting the signs.

- The school PSHCE curriculum explores shared values and beliefs.
- The school includes Educate Against Hate http://www.educateagainsthate.com/
- School leaders have completed a PREVENT self-assessment (see PREVENT Enable Audit)
- The designated safeguarding lead will access/has accessed Home Office approved WRAP training – workshop to raise awareness of prevent.
- In addition, we have identified staff to attend free Home Office Prevent On -Line Learning courses detailed in KCSIE.
- All staff access basic Prevent Awareness Training.
- Young people and parents/carers understand how to report terrorist and/or extremist, illegal or harmful information.

Useful links:
Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training
https://educateagainsthate.com/
Managing risk of radicalisation in your education setting - GOV.UK
The Prevent Duty | LGFL
Prevent duty: risk assessment templates - GOV.UK
Controlling access to school premises - GOV.UK
Designated Safeguarding Lead Handbook - Educate Against Hate
Home | Police.uk

Serious violence

Serious violence is a continuing safeguarding concern which may involve:

- Physical assault
- Carrying, threatening with or using weapons (often in the context of peer conflict or bullying)
- Criminal exploitation

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:
- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries

- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

Risk factors which increase the likelihood of involvement in serious violence include:
- Having been frequently absent, suspended, spent time in alternative provision, or permanently excluded from school
- Having been involved in offending, such as theft or robbery
- Being male
- Having experienced child maltreatment
- Having used drugs or alcohol in early adolescence
- Having previously been a victim or previously perpetrated violence

Staff will be aware of these indicators and risk factors and will be alert to when children might be at highest risk around the school day (for example, immediately after school). If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, including a child carrying or using a weapon (or expressing intent to do so), they will report this to the DSL.

The DSL will:
- Assess the risk to both the individual pupil and others in the school, consider wider information or concerns and take appropriate action
- Put in place a safety and support plan for the pupil (depending on the risk)
- Where relevant, consider action to de-escalate peer conflict

Sharing of nudes and semi-nudes ('sexting')

For this guidance the term 'making or sharing nudes and semi nudes' refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18. The term 'images' includes all visual content, such as photographs, videos and livestreams.

This is a suggested approach based on guidance from the UK Council for Internet Safety for all staff and for DSLs and senior leaders.

Staff responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:
- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:
- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care

- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done by **ringing 101**

Substance Misuse

Campsmount Academy behaviour policy incorporates the possession and or use of such drugs in school, during the school day or while travelling to/from school is inappropriate. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto school premises during the school day, or while pupils are on school visits. Individual exceptions may be made for pupils who require prescription medicines where appropriate. Our policy sets out the school's approach to NPS and volatile substances. Both pupils and staff are be aware of how these products are regarded and treated by the school.

Smoking and vaping is banned on school premises and grounds for all school events and activities before and after school, and includes signposting information for quit smoking support.

A programme of PSHE is delivered by staff who are trained to deliver the subject and have the knowledge, confidence and skills to deal with subject matter that can be sensitive and personal. Drugs, alcohol and tobacco education is a requirement as part of Health Education (Statutory from September 2020). We include evidenced based and quality marked content and resources. The Doncaster Public Health team collate quality assured resources for use in schools, links are available through the Doncaster Healthy Learning, Healthy Lives programme; www.healthylearningdoncaster.co.uk

The school keeps in tune with local issues relating to substance misuse, through participation and use of Pupil Lifestyle Survey data and any local campaigns.

The Governments 'Hidden Harm' reports (ACMD 2003, 2007) revealed the large numbers of children across the UK living with parents who misuse drugs – an estimated 200,000.

For some of these vulnerable children, attendance at school provides a respite from difficult home circumstances. For others, the consequences of family substance misuse include poor attendance, lack of progress with their education and failure to develop the necessary social and behavioural skills. This can be particularly difficult for children if they are also taking on a carer role for parents or siblings. Children can "act out", through challenging behaviour, or "act in", through withdrawal or self-harming behaviours, the distress that they are experiencing due to difficulties at home.

The DSL will refer any concerns to the Early Help Hub/MASH service and work with partner agencies and **Project 3** so children in these circumstances can be responded to appropriately.

Families where parents/carers drink problematically, use illicit drugs or misuse prescribed medication can still provide a safe, secure and supportive family environment for children. However, this is only the case when they are engaged and actively supported by specialist services. https://www.aspire.community/

Parental alcohol misuse (PAM) can negatively affect children's physical and mental health and other outcomes including educational attainment and behaviour. Effects can be acute when experienced in conjunction with other adverse experiences such as domestic abuse, marital conflict, and deprivation. PAM is also a common feature in child protection and care proceedings and places a considerable burden on social services.

It is estimated that 20% of dependent drinkers have a child living with them. In Doncaster that equates to over 800 children and if we include the parents who are drinking at very harmful levels but not dependent it will be many thousands of children adversely affected. It is therefore essential that the implications for each child in the family are carefully assessed and guidance followed as detailed in Neglect Strategy.

Further information can be seen in the policies below, that can be found on our website:

- Behaviour, anti-bullying and exclusions policy

Useful Links:
Further support including guidance on developing or reviewing health and wellbeing policies is available from the public team by contacting PUBLIC HEALTH: publichealthenquiries@doncaster.gov.uk | Tel: 01302 734581 or healthylearning@doncaster.gov.uk

Appropriate referrals will be made to Project 3 https://www.rdash.nhs.uk/services/our-services/children-young-people-and-families-doncaster-community-integrated-services/project-3/ / school nursing and additional agencies, if required.

(https://dscp.org.uk/professionals/neglect)

Suicide Prevention

At Campsmount Academy staff are trauma informed and know where to signpost in order to support children/young people and families who are affected by suicide.

https://www.campsmount.com/page/?title=Student+Wellbeing&pid=122

Useful Links:
Papyrus UK Suicide Prevention | Prevention of Young Suicide (papyrus-uk.org)
Contacting Childline | Childline
Doncaster Samaritans

Support After Suicide
Get help now. Free and confidential,for as long as you need it. (amparo.org.uk)

Supporting children/young people giving evidence in court

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds available in KCSIE 2026.
Young witness booklet for 5 to 11 year olds - GOV.UK / Young witness booklet for 12 to 17 year olds - GOV.UK

Supporting children/young people at risk - LGBTQ+ support and Children/Young People who are gender questioning, requesting social transitioning

At Campsmount Academy the DSL understands how to support children/young people and families to access LGBTQ+ support through family and Youth Hubs. Children/Young people requiring additional support may access CAMHS provision or School Nursing services.

For details of the Youth Group, please email: LGBTQenquiries@doncaster.gov.uk

Additional information about our curriculum and policies can be found on our website:

- Lifeskills/PSHE curriculum offer
- Equality policy
- Equality objectives
- Behaviour, anti-bullying and exclusions
- Relationships and Sex Education

Equality Objectives and Accessibility Objectives
Relationships and Sex Education Policy

Campsmount Academy plays a vital role in supporting LGBTQ+ children/young people, those who are gender questioning or requesting social transitioning. We create an inclusive environment where all learners feel welcome and valued.

- The fact 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 children 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.
- Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.
- The Cass review is clear that outcomes for children and adolescents are best if they have a supportive relationship with their families. Involving a child's/young person's parents/carers will enable school to promote a child's/young person's wellbeing and protect them from harm.
- LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and our school/setting will access the range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

The school are aware that revised guidance has been released and is detailed in KCSIE 2026. Relationships Education, Relationships and Sex Education (RSE) and Health Education. All staff will read the guidance and will continue to work in partnership with families and agencies to ensure all children and young people feel

supported and our LGBTQ+ community feel safe. Staff will offer support within a clear decision-making framework which includes:

- Individual risk assessments
- Parental involvement presumption unless safeguarding risk exists
- DSL involvement in significant decisions affecting safeguarding
- Recording requirements
- Reference to school guidance/policies on gender-questioning children

The academy is also aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, such as relating to relationships with family, peers or their broader social environment.

The academy will take a strong, proactive stance on all forms of bullying based on gender. Please see our behaviour policy for more details. The academy will ensure that children and their families are aware that, while the academy will appropriately sanction any cases of bullying or harassment, and take a strong stand against bullying, it must be conscious of the rights of pupils and staff in relation to their religion or belief.
When supporting a pupil questioning their gender, we will take into account the principle of taking a careful approach.

The DSL will lead in these cases.

Where a child who is questioning their gender asks for support from the academy, we will engage parents/carers as a matter of priority. However, in the rare circumstances where involving parents/carers might put a pupil at greater risk than not involving them, the DSL will determine a course of action needed to safeguard the child before contacting parents/carers or any decisions are taken.

Where a child confides in a member of staff about their feelings but does not ask the school to make changes to how they are treated, the academy will only break any confidence if there is a related safeguarding risk.
The academy will not initiate any action regarding social transition. However, when a pupil or their parent/carer requests that the academy makes changes or puts support in place to facilitate the pupil presenting as the opposite biological sex ("social transition"), we will work together with parents/carers to determine what is in the best interests of the child and other children.

Members of staff will not adopt any changes relating to social transition unless a decision has been made by the school and a child's parents/carers have been involved (as set out in Keeping Children Safe in Education (KCSIE).
In making decisions about supporting social transition, the academy will ensure compliance with its obligations in respect of safeguarding legislation and equality and human rights law, ensuring that any assessment of discrimination is informed by the academy's evaluation of the welfare and best interests of the child and other children. The academy will make decisions in line with the following principles:

- Statutory duties to safeguard and promote the welfare of all children: the first step when considering a child's request for support with social transition will be to consider what is in the best interests of the child and other children, and a decision relating to social transition may not be the same as a child's wishes.
- Parents and carers should be actively involved and their views treated with importance: (except in the rare circumstances where involving parents or carers would constitute a greater risk to the child than not involving them) where a child who is questioning their gender asks for support from the school parents/carers will be engaged as a matter of priority and their views will carry great weight and be properly considered.
- Accommodating social transition is an active intervention so the school will take a very careful approach: social transition is an active intervention that may have significant effects on the child in terms of their psychological functioning and longer-term outcomes.

- The academy will comply with obligations under the Equality Act and Human Rights Act when considering requests for support with social transition.

The academy will ensure that the decision-making process is documented and records are kept.
The circumstances or needs of a child may change over time, and the academy may need to review its original decision and will involve the DSL in doing so.

Useful links:
Keeping children safe in education - GOV.UK
Schools & colleges | Stonewall
Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

Supporting children/young people at risk - Mental Health and Wellbeing

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. Staff understand that only appropriately trained professionals should diagnose mental health conditions, and they should not attempt to do so themselves. However, staff are well placed to observe children day-to-day and identify behaviour that suggests a child may be experiencing a mental health problem or may be at risk of developing one.

Where children have suffered abuse, neglect or other traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. The academy recognises the importance of staff understanding how these experiences may affect a child's mental health, behaviour and education. Staff will be alert to signs that a child may be struggling with their mental health, including where a child is self-harming, has a eating disorder, or is experiencing suicidal ideation or making plans to end their life.

Potential warning signs include:
- Significant changes in behaviour
- Ongoing difficulty sleeping
- Withdrawal from social situations
- Loss of interest in usual activities
- Physical signs of self-harm or neglect

Staff understand that not every child who displays these behaviours has a mental health condition or is suicidal. However, recognising these signs enables staff to identify children who may be struggling and to provide support and early intervention.

The academy ensures that any mental-health interventions offered are evidence-based, safe, and appropriate for the child's age and stage of education. If staff have a mental-health concern that is also a safeguarding concern, they must follow the child protection procedures and speak to the Designated Safeguarding Lead (DSL) or deputy immediately. If staff believe a child is in immediate danger, they must call 999 or arrange for the child to be taken to A&E by a parent/carer or other suitable person.

If urgent mental-health support is needed but it is not an emergency, staff can seek help via NHS 111 online or by calling 111 and selecting the mental-health option. If staff have a mental-health concern that is not a safeguarding concern, they should still speak to the DSL to agree an appropriate course of action.

We, therefore, have the following things in place to support our children who have mental health and wellbeing needs:

- Leger multi-academy trust has trained staff members as **Youth Mental Health First Aiders**. By introducing this training, we wanted to give staff the skills to respond calmly and compassionately, to guide pupils towards the appropriate support to help them recover and thrive.
- All schools have a trained **Mental Health Lead**.

- If staff have a mental health concern about a child that is also a safeguarding concern, they will notify the DSL or Deputy DSL of their concerns without delay.
- Support from **Open Minds** where all counsellors and therapists are fully qualified, fully insured, Integrative counsellors with a Person-Centred base and Psychodynamic theoretical understanding. Their staff are all registered members of the British Association of Counsellors and Psychotherapists. They are there to help pupils understand themselves better with a focus on anxiety, depression, stress, loss and bereavement, relationship issues, low confidence and low self-esteem.
- Access/referral to **Child and Mental Health Services** (CAMHS) service for more serious cases.
- Access to the **School Nursing Services**. This service offers guidance and support by signposting to specialist practitioners for care planning advice, can support with general wellbeing advice, lifestyle choices, CSE, domestic abuse, FGM, childhood illnesses and support with managing medicines and health care plans/allergies.
- Fortnightly School Nursing Service drop ins for confidential health clinics.

Useful Links:
Wellbeing policy can be found on our website
Mental health and wellbeing provision in schools - GOV.UK
Inclusion – Belonging in School – a school-level resource for developing inclusive policies
https://youtu.be/AHY_S8fFC3E?si=6rD4-jdQRmiWMYlm
Keeping children safe in education - GOV.UK

Supporting children/young people at risk – Medical Conditions

An incident relating to the management of a child's medical condition (including allergies) does not itself warrant a referral to local safeguarding partners.

A safeguarding referral will be made where an incident highlights concern that the child might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family because of their medical condition. For example, information about the child's medical condition might be withheld from the school, or the child may be repeatedly sent to school without essential medication, putting them at risk.

Supporting children/young people at risk – Racist Incidents/Homophobic/Bi-Phobic/Trans-Phobic Language/Equality Act 2010 protected characteristics

Useful Links:
Supporting pupils with medical conditions at school - GOV.UK
Allergy safety in schools - GOV.UK

Hate crime

- Our policy on Behaviour & Anti-Bullying, Equality and Accessibility, The LET Equality Policy and our Public Sector Equality Duty (PSED) duty includes racist incidents and is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and incidents reportable under the Equality Act 2010.
- The DSL understands how to report Hate Crime Report hate crime - GOV.UK (www.gov.uk) and where to find appropriate support for both the victims and perpetrators for e.g. support and guidance can be found through the NSPCC
  Helping Children Deal with Bullying & Cyberbullying | NSPCC

Supporting children/young people at risk - SEND

We also recognise the additional safeguarding challenges SEND children can face and the potential barriers to identifying abuse and neglect in this group of children. This might include:

- assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers
- cognitive understanding of what is fact and fiction
- the need for intimate care or that these children are isolated from others

We have a trained team of SEND and pastoral professionals to support SEND students. We also have a SEND support area (Link) focussing on individual needs where students may spend time out of lessons or during transition times to access additional support. Any form of abuse involving SEND students will require close liaison between the DSL/DDSL and the SENDCo.

Further information can be seen in the policies below, that can be found on our website:

- Mental health area of our website; Supporting Pupils with Medical Conditions
- SEND policy
- Behaviour, anti-bullying and exclusions policy

Useful Links:
SEND code of practice: 0 to 25 years - GOV.UK
Doncaster SEND Information, Advice and Support Service (SENDIAS) - City of Doncaster Council
Special Educational Needs - Learning Disability | Mencap
Inclusion – Belonging in School – a school-level resource for developing inclusive policies
https://youtu.be/AHY_S8fFC3E?si=6rD4-jdQRmiWMYlm
Keeping children safe in education - GOV.UK

Supporting students at risk – students with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
The DSL and all members of staff will work with and support social workers to help protect vulnerable children. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education or exclusions, where there are known safeguarding risks.
- The provision of pastoral and/or academic support

Supporting children/young people at risk - Young Carer's Service

At Campsmount Academy we recognise that a young carer is a child or young person who provides regular and on-going care and emotional support to a family member with physical or mental health problems, has a disability, or misuses drugs or alcohol.

Staff understand that the key feature of being a 'young carer' is that caring responsibilities continue over time and can make a young carer vulnerable, when the level of care and their responsibility to the person they look after, becomes excessive or inappropriate and risks impacting on emotional or physical wellbeing, educational achievement, and life chances.

Staff are aware that Doncaster has a team of workers who can support children who are identified as being Young Carers. They can be contacted on 01302 736099 or by email young.carers@doncaster.gov.uk

Useful links:
Young Carers - City of Doncaster Council
Young carers | Barnardo's (barnardos.org.uk)

Unexplained and sudden child and young person's notified death

In the event of an unexplained/sudden child death, Doncaster Safeguarding Children Partnership (DSCP) and Doncaster Child Death Overview Panel (DCDOP) procedures will be followed - Child Death Reviews

Following any serious untoward incidents (SUI) procedure or where near miss situations occur the DSL / Head Teacher will contact the Doncaster Council Learning Provision Service. This covers health and safety related incidents where safeguarding is compromised. Notification of near miss situations can also be emailed to cypssafeguardingsupport@doncaster.gov.uk and Jo Howe, jo.howe@doncaster.gov.uk or a call to the Assistant Directors/Duty Head of Service to enable a coordinated response.

Campsmount Academy has an emergency plan in place to respond to unforeseen circumstances, e.g. staff/child unexpected death, site security threats, floods; storms etc and know how to notify the LA of a critical incident.

Section 5 – Preventing unsuitable working with children

LADO (Local Authority Designated Officer) – Managing allegations against staff (including supply staff, carers, volunteers and contractors).

At Campsmount Academy we understand that relevant procedures should be applied when there is an allegation that a person who works with children has:

- Behaved in a way which 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 that they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way towards a child or adult that indicates they may pose a risk of harm to children.

The issue could also be about the behaviour of an individual outside of their work environment, and which would raise concerns about their suitability to work with children. For example, where a domestic abuse incident has taken place or where there are concerns about the individual's own children.

We will follow DSCP procedures and where appropriate will make a referral to LADO within 24 hours/1 working day of the allegation being made. If the concerns are more urgent in regard to the safety of the child, a referral to the Police and/or Children's Social Care will be made.

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.
The headteacher/chair of governors will then follow the appropriate procedures explained below.
If the concerns/allegations are about the headteacher, speak to the local authority designated officer (LADO).
Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).
If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection whilst also supporting the individual who is the subject of the allegation. A 'case manager' will lead any investigation. This will be the Principal/Headteacher, or the Chair of Governors/Executive Leader where the Principal/Headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity. Our procedures for dealing with allegations will be applied with common sense and judgement. However, if there is any doubt as to whether a concern meets the harm threshold, the Academy will consult with the local authority designated officer (LADO).

We will follow DSCP procedures and where appropriate will make a referral to LADO within 24 hours/1 working day of the allegation being made. If the concerns are more urgent in regard to the safety of the child, a referral to the Police and/or Children's Social Care will be made.

Where there is uncertainty as to if LADO thresholds have been met, we will call the LADO for advice.
E mail LADO@dcstrust.co.uk Tel: 01302 737332

Appropriate staff in school will access Doncaster LADO training.

Further information can be seen in the policies below, that can be found on our website:

- Allegations and Abuse against staff
- Staff Discipline policy
- Acceptable Use
- Bring Your Own Device
- School visits

Useful Links:
Responding to Allegations Against Staff, Carers or...
Allegations against adults working with children referral form (LADO) - City of Doncaster Council
Local Authority Designated Officer - City of Doncaster Council
Keeping children safe in education - GOV.UK

Managing Low Level Concerns (including supply staff, trainee teachers, carers, volunteers and contractors)

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

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

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the Local Authority Designated Officer (LADO).

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

- Being overly friendly with children/young people
- Having favourites
- Taking photographs of children/young people on their mobile phone
- Engaging with a child/young person on a one-to-one basis in a secluded area or behind a closed door
- Humiliating children/young people

This section applies to all concerns (including allegations) about members of staff, including supply teachers, trainee teachers, volunteers and contractors, which do not meet the harm threshold set out in the section above.

Concerns may arise through, for example:
• Suspicion
• Complaint
• Safeguarding concern or allegation from another member of staff
• Disclosure made by a child, parent or other adult within or outside the school
• Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children/young people.

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

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns.
- Empowering staff to self-refer.
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage.
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised.
- Helping to identify any weakness in the school's safeguarding system.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children/young people.

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and actions taken.

For further detail on sharing, responding, record keeping and references for such incidents, please refer to the Trust policy which can be found on our website:

- Low Level Concern Policy
- Allegations and Abuse against staff.
- Staff Discipline Policy.
- School visits.

Useful Links:
Keeping children safe in education - GOV.UK
Developing and implementing a low-level concerns policy: a guide for organisations which work with children (farrer.co.uk)
Responding to low-level concerns in education | NSPCC Learning

Mandatory Reporting

The requirement to report any known or suspected child sexual abuse for anyone working in regulated activity with children/young people has now received Royal Assent and forms part of the Crime and Policing Act 2026. More guidance and training is expected from the government, however, it introduces a new statutory duty for individuals undertaking key roles with responsibility for children and young people in England to report sexual

abuse when they are made aware of it and failure to do this may constitute a criminal offence. It also includes a new criminal offence of attempting to prevent someone reporting child sexual abuse.

The DSL will report any concerns around child sexual abuse immediately to the police and children's social care. Staff will not delay reporting for further evidence gathering.

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18. We also recognise that this does not replace safeguarding children actions, therefore a referral will also be made to Children's Social Care.

Private Fostering

If a child or young person, anyone aged under 16 years old or 18 years old if they are disabled, is being cared for by someone other than a parent or close relative for more than 28 days then they are being privately fostered. Legally parents must inform the Local Authority if their child is living with a private foster carer six weeks prior to the arrangement beginning, or within 48 hours in emergency situations.

At Campsmount Academy staff recognise that they have a statutory duty to encourage parents to notify the Local Authority of a private fostering arrangement and to follow this up by reporting to the Local Authority.

Useful Links:
Caring for Children you Already Know - City of Doncaster Council
Keeping children safe in education - GOV.UK

The use of Reasonable Force' in schools and colleges

At Campsmount Academy we recognise that there are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

At Campsmount Academy we will:

- Only use 'reasonable force' as a last resort, and the staff who are likely to use 'reasonable force' will be appropriately trained.
- Log all incidents where 'reasonable force' has been used and inform parents/carers.
- Recognise the additional vulnerability of children with SEND, mental health problems or medical conditions when using 'reasonable force.'

Please refer to the policy below for further detail; this can be found on our website:
- Behaviour, anti-bullying and exclusions
- Use of Restrictive Interventions

Useful Links:
Use of reasonable force in schools - GOV.UK
Reducing the need for restraint and restrictive intervention - GOV.UK (www.gov.uk)
Use of reasonable force and other restrictive interventions guidance

Reporting Systems for children/young people

Where there is a safeguarding concern, we will take the child's/young person's wishes and feelings into account when determining what action to take and what services to provide. We recognise the importance of ensuring children/young people feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

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

Safe Premises

At Campsmount Academy we are committed to ensuring that children/young people feel safe when attending school. This includes when accessing off site activities such as residential visits, swimming lessons, sporting competitions etc. and our policies (listed below) reflect this.

Our academy follows official guidance and provides single sex toilets which must be used based on biological sex rather than gender identity. We will work closely with any child/young person and their family to ensure that alternative facilities are provided where required, working within the framework and official guidance.

Pupils are not allowed into toilets, changing rooms, showers designated for the opposite biological sex.

KCSIE 2026 states – '*When discussing requests with children, schools and colleges to which part 6 of the Equality Act applies should take time to sensitively explain the constraints on social transition set out in this guidance. This includes schools explaining that supporting any degree of social transition will not include allowing access to toilets, changing rooms or boarding or residential accommodation designated for the opposite sex, and will not include allowing children to join PE classes designated for the opposite sex where there are safety reasons for single sex PE.'*

Where appropriate, safeguarding risk assessments will be developed to ensure the safety and wellbeing of all children/young people and staff.

Useful links:
The School Premises (England) Regulations 2012
Keeping children safe in education - GOV.UK
https://oeapng.info/downloads/download-info/4-3e-safeguarding/

Safer Recruitment

At Campsmount Academy we are committed to safer recruitment, will ensure relevant staff are trained and follow our safer recruitment policy and KCSIE 2026 when recruiting all staff and volunteers. This includes the whole process from application stage through to pre-appointment vetting checks. The school will undertake online searches on shortlisted candidates in accordance with KCSIE requirements and maintain robust processes for recording and reviewing pre-employment checks.

At Campsmount Academy we are aware that, as part of the Crime and Policing act 2026, the supervision exemption will be removed from 1.9.26, so any unpaid person who "teaches, trains, instructs, cares for, or supervises" children will be considered to be in "regulated activity" if it is carried out frequently, or if it meets the period condition.

The period condition means:

- on more than three days in a 30-day period
- overnight

All those who fall into this category must have undergone an enhanced DBS check with children's barred list information.

As per KCSIE, when asked to provide references, schools and colleges should ensure the information confirms whether they are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold.

In addition, we are aware of the additional circumstance for separate barred list checks:

- for newly appointed staff or volunteers who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS) (and where all other relevant checks as per paragraph 311 have been carried out)

The school will maintain a single central record (SCR) which will include all staff, including trainee teachers, agency and third-party supply staff. The SCR will document the statutory pre-appointment checks that have been carried out as follows:

- Identity check
- Right to Work
- Enhanced DBS Check
- Prohibition from Teaching
- Section 128 Check
- Overseas Checks
- Professional Qualifications

The SCR will be reviewed on a regular basis by the governors and any required amendments identified will be actioned immediately.

Please refer to our detailed policy available on our website:

- Safer Recruitment Policy

Useful links:
Keeping children safe in education - GOV.UK
Safer recruitment | NSPCC Learning
Check a teacher's record - GOV.UK
The Information Commissioner's Employment Practices Code
Individuals prohibited from managing or governing schools - GOV.UK

Single-Sex Sports

The academy may teach and play some sports or games, or activities of a competitive nature, in single-sex groups where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). The school can separate children according to their biological sex in these circumstances.

Some sports may need to be played in single-sex groups from a certain age to ensure children's safety. Where single-sex sports are implemented for safety reasons, there are no exceptions and pupils must not be allowed to participate in sports designed for the opposite sex.

Where there are no safety concerns and a child makes a request relating to how they participate, the academy will consider the request in line with national advice on supporting social transition. This means the academy must take into account all relevant factors, including whether supporting social transition is in the best interests of the

child, the potential impact on other children, and the need to maintain safe and fair environments for participation in PE and wider school activities.

Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously by the leadership team.

At Campsmount Academy all staff are aware of the Whistleblowing policy that can be found on our website and know what to do if there are concerns about safeguarding practices within the setting.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them.

- Contact the Safeguarding Adviser or LADO at City of Doncaster Council.
- If the concerns relate to the Headteacher/Principal, these should be raised with the Chair of Governors.
- Ofsted may request that the Local Authority investigate any whistleblowing concerns.

Useful policies that are available on our website include:

- Whistleblowing
- Staff Discipline

Useful Links:
Whistleblowing or Raising Concerns at Work
Whistleblowing Advice Line | NSPCC
Whistleblowing procedure for maintained schools - GOV.UK (www.gov.uk)

Work Experience

Campsmount Academy organises work experience placements for children/young people to access.
Campsmount Academy ensures that:

- the placement provider has policies and procedures in place to protect children from harm.
- the required Children's barred list checks via the DBS will be completed on some people who supervise a child under the age of 16 on a work experience placement.
- it considers the specific circumstances of the work experience. Consideration must be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary.

Considerations would include whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:

- unsupervised themselves, and providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight).
- if the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity relating to children. If so, the Academy will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

Academy is aware that:

- we are not able to request that an employer obtains an enhanced DBS check with children's barred list information for staff supervising children aged 16 to 17 on work experience.
- if the activity undertaken by the child on work experience takes place in a 'specified place, such as a school or sixth form college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity relating to children. In these cases, and where the child doing the work experience is 16 years of age or over, the work experience provider e.g. school or sixth form college should consider whether a DBS enhanced check should be requested for the child in question. DBS checks cannot be requested for children under the age of 16.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Useful Links:
16 to 19 study programmes: guide for providers - GOV.UK
Regulated activity with children in England and Wales - GOV.UK

Working with parents & other agencies to protect children

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.
Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.
If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.
In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.
The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

Checking the identity and suitability of visitors

At Academy all visitors will be required to verify their identity to the satisfaction of staff. All visitors will be provided with safeguarding information on their arrival.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors to the school who are visiting for a professional purpose, such as Educational Psychologists and School Improvement Officers, will be asked to show photo ID and are expected to sign the visitor's book and wear a visitor's badge and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- the organisation sending the professional, such as the LA or Educational Psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)
- Visitors are expected to sign the visitors' system.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise children/young people or staff.

Visitors with known DBS will wear a green lanyard, those without will have a red lanyard and will be escorted at all times. Pupils are aware of this.

For further information about the use of lanyards see our lanyard policy on the website.

Useful Links:
School visitors and safeguarding | NSPCC Learning

Section 6 – Other safeguarding issues that may arise

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Ensure all inside and outside areas are searched by staff on call, including toilet areas.
- Find out when they were last seen and check CCTV.
- Contact parents to see if they have arrived home and ask them to contact the pupil themselves.
- Call the police if the pupil has not been located.

Non-collection of children

If a child is not collected at the end of the session/day, we will:
1. **Supervision**
o The child will be taken to a safe space (e.g. the main office or designated area) and supervised by a member of staff.
2. **Contacting Parents/Carers**
o Attempt to contact the parent/carer using the numbers provided on the school system.
o If unsuccessful, attempt to contact any additional emergency contacts listed.
3. **Escalation**
o If parents/carers and emergency contacts cannot be reached within a reasonable timeframe, the matter will be referred to the Designated Safeguarding Lead (DSL) or deputy.
o The DSL may contact Children's Social Care or the police if there are ongoing concerns about the child's safety.
4. **Recording**
o All actions, attempts to make contact, and outcomes will be recorded on CPOMS.
5. **Repeated Incidents**
o Persistent late collection will be discussed with parents/carers and may trigger additional support or referral to external services.

Complaints

All complaints are dealt with quickly and efficiently by following our Complaints policy guidance. Complaints are recorded and monitored to ensure they have been resolved by the Head's PA.

Part-time provision/Part-time timetables

The Local Authority has issued guidance to all schools on student entitlement to a full-time education. For safeguarding reasons, we expect all students to be in receipt of a full-time education. There are rare and exceptional circumstances where it may be necessary for a student to be placed on a part-time timetable for a limited period. The statutory guidance says:

"In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible. A part-time timetable should not be used to manage a pupil's behaviour." (p25, School Attendance, DfE)

Part-time timetables may be used in circumstances such as:

- Where a pupil has a short-term medical condition that prevents full-time attendance for a time limited period
- As part of a staged reintegration following an extended period of absence.

When any part-time arrangement is made, the school will inform the local authority using the reporting form, which is included in the statutory guidance and regular checks are made on the pupils and their attendance to the part time table.

Useful Links:
Working together to improve school attendance

Health and Safety, First Aid, Fire regulations and Lock Down procedures

Leger Education Trust have put in place a separate Health and Safety policy and a First Aid policy that is reviewed annually and has been adopted/adapted by all academies. They reflect the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits. There first aid and premises risk assessments in place. This includes how to access the Emergency Care Practitioner (ECP) Service or 999 and when to contact parents/carers. The ECP Service contact number is 0300 123 1221 (minor injuries & minor-moderate illness & falls etc.)

In line with HSE & DfE guidance for schools on first aid provision and reporting and recording accidents including RIDDOR, staff understand the reporting mechanisms in place.

Campsmount Academy have staff who are trained in first aid and in mental health first aid; this is updated regularly to meet regulations.
Campsmount Academy has a Fire evacuation and Lock Down procedure documents in place which are regularly reviewed. Campsmount Academy ensures practice fire evacuations take place once per half term and Lock Down practices annually.

Useful policies that are available on our website include:

- Health and Safety.
- Children with Health Needs.
- Fire evacuation procedure.
- The lockdown procedure (is confidential and held in school).
- Educational Visits Policy.

Managing Medicines

Managing Long Term Illness / Managing Medicines - The procedures are outlined in the Managing long-term medical conditions/administration of medicines policy. All children with an identified illness have a detailed healthcare plan in line with the DfE requirements. **The School Nursing service** is able to help schools and parents to complete these if needed.

Useful policies that are available on our website include:

- Supporting Students with Medical Conditions (section included on managing medicines policy)

Updating the Safeguarding Policy

This policy will be reviewed and updated annually, in line with KCSIE updates or more often if we feel it necessary for contextual safeguarding issues that may arise.

When reviewing our policies, we refer to the latest DfE guidance on policies required by Law – see DfE website for full list of requirements and details:

Statutory policies for schools and academy trusts - GOV.UK (www.gov.uk)

The full DfE document also covers how often each policy must be reviewed and shows the level of approval required, where this is prescribed in regulations. There are instances where statutory guidance states that policies and procedures should be in place. Although this is not the same as a legal requirement, the full DfE document makes clear the policies referenced in statutory guidance.

Supporting documents:

This policy statement should be read alongside our organisational policies, procedures, guidance, and other related documents listed below:

- Accessibility
- Allergy policy
- Allegations of abuse against staff (includes reference to low level concern)
- Attendance including reference to Children missing in Education
- Behaviour, Anti-bullying and exclusions
- Biometrics
- Blended and Remote learning
- Children with Health Needs
- Code of conduct for staff and volunteers
- Complaints
- Data Protection
- Equality
- Health and safety
- LAC/CIC
- Lanyard
- vLow level concerns
- Managing medicines/Intimate Care
- Online safety
- Privacy notices
- Provider access
- Use of Restrictive Interventions
- Safer recruitment
- SEND
- Staff Discipline
- Subject access
- Supporting Children with medical conditions and allergies
- Whistleblowing
- Relationships and Sex Education Policy
- Search and Screening
- Use of Reasonable Force

Revised: August 2026

Author: Ed Chapman (Inclusion Executive Lead for Leger Education Trust)

(Used KCSIE 2026, basic template provided by Jo Howe – Local Authority Learning Standards Adviser – Safeguarding).

Review date: July 2026 (or sooner if changes occur)

This Safeguarding Policy will be reviewed and updated annually. Any important updates throughout the year will be added and the policy re-issued.

When reviewing this policy Campsmount Academy will refer to the latest DfE guidance on policies required by law.

Maintained schools governance guide - Guidance - GOV.UK (www.gov.uk)
Academy trust governance guide - Guidance - GOV.UK (www.gov.uk)

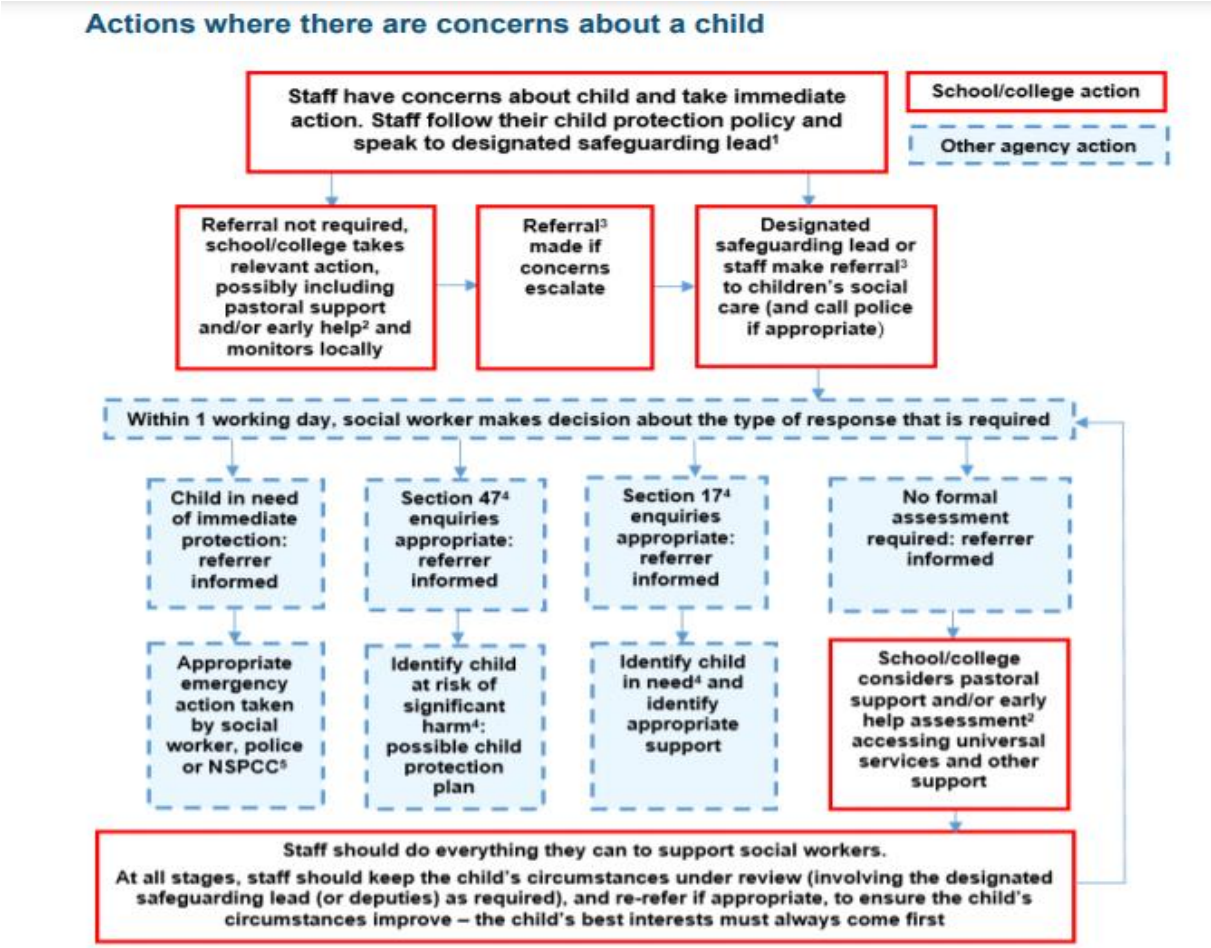
Appendix 1 – How to deal with child disclosures/concerns about a child

Campsmount Academy will follow the basic principles when having a conversation with a child who discloses abuse:

- Listen rather than directly question; remain calm.
- Try to always have 2 members of staff present
- Never stop a child who is recalling significant events.
- Make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words).
- Advise that information will have to be passed on.
- Avoid coaching/prompting.
- Never take photographs or videos of any injury.
- Allow time and provide a safe haven/quiet area for future support meetings.
- Share all concerns, no matter how trivial they may seem to the DSL/DDSL, who will record, monitor and where required, refer to DCST via the professionals line.
  Front Door Referral Procedure and follow up any child protection concern immediately with an online referral.
- For children with Child Protection (CP) plans/named lead practitioner/named social worker or Child in Need (CIN) plans where new information is shared by the young person, the DSL will ensure information is shared with the social worker and not withheld until core/review meetings take place.
- At no time promise confidentiality.

Any reports/disclosures should be reported on the CPOMS system and appropriate staff alerted.

Information Sharing



Appendix 2 – Categories of Abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

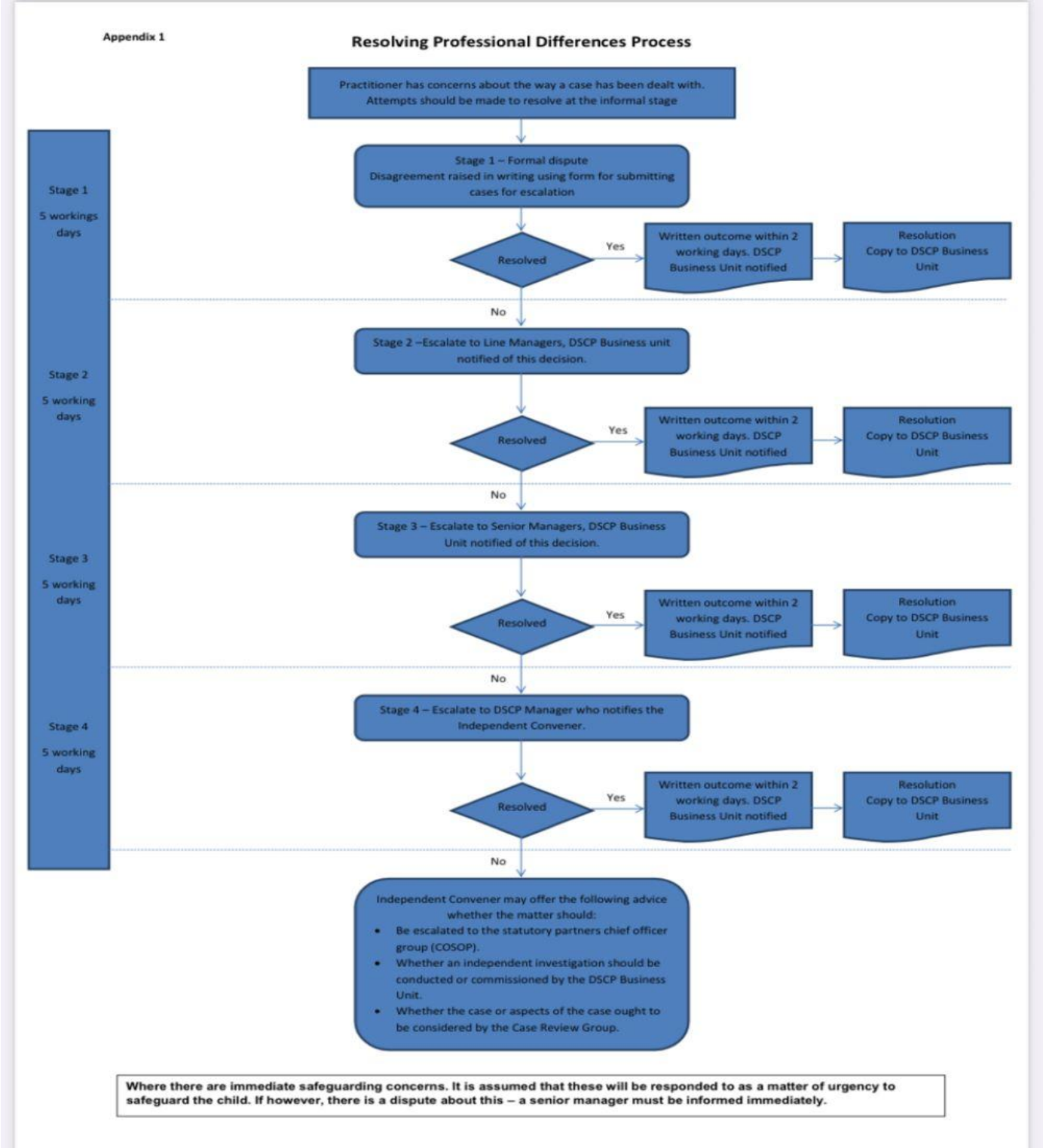
Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another

person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children 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, although it may occur alone.

Sexual abuse: involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse 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 as well as offline, 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. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 3 – Local escalation procedures/professional difference flowchart



Resolving Professional Differences - Doncaster Safeguarding Children Partnership

Appendix 4 – Contextual Safeguarding local risk assessment for Campsmount Academy

It is known that incidents which occur out of school can influence relationships and behaviours between students within the learning environment. Staff accordingly have due regard for both the Child Protection and Safeguarding Policy as well as other policies and guidance relating to Safeguarding, for example Behaviour for Learning Policy, Anti-Bullying Policy and RSHE Policy. Staff in the academy are particularly vigilant to the school geography and have due regard for any areas which can be beyond easy sightline. Mobile devices are banned from use at Campsmount Academy site which minimises the potential for online activity in the community being continued within the learning environment. Students attending Campsmount Academy are provided with a range of learning opportunities through the curriculum and within tutor time/assemblies regarding contextual safeguarding risks within the community, including online safety, road and water safety, grooming and exploitation.
Leger Education Trust felt it appropriate for each academy to develop a risk assessment in respect of local safeguarding risks which is regularly reviewed:

Risk area	Known/Potential Risk	Control Measures
Askern Lake / Clay Ponds – Water Safety	Open water at Askern Lake and Clay Ponds presents a potential risk of drowning, cold-water shock, hidden hazards and injury. There is a potential risk of students accessing these areas, particularly during periods of warm weather or outside of school hours.	Regular **water-safety assemblies and education** for students, with particular emphasis on the dangers of open water and cold-water shock. **Water-safety information communicated to parents/carers** to reinforce key messages and encourage appropriate supervision. **Liaison with local fire and rescue and policing teams** to share intelligence, promote water-safety messaging and respond to emerging concerns. Staff remain alert to disclosures or information indicating students are visiting these locations and appropriate safeguarding action is taken where concerns arise.
Old/disused buildings	**Known/Potential local risk:** Students may access old or disused buildings, creating risks associated with unsafe structures, falls, hazardous materials, fire, trespassing and contact with unknown individuals.	**Assemblies and Life Skills lessons** address the risks associated with entering disused or unsafe buildings, including the potential for serious injury. Students are reminded not to enter such premises and to report concerns or information about access to a trusted adult. Safeguarding concerns or intelligence relating to students accessing these locations are recorded and followed up appropriately.