1. Our strong safeguarding culture

1.1. Why it is important

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In adhering to this principle we focus on providing a safe and welcoming environment for all of our children regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All of our children have equal rights to support and protection.

One of the cornerstones of our safeguarding culture is this policy and the procedures contained within it. This policy applies to all staff, volunteers, trustees and councillors, all of whom are trained upon its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law and guidance and best practice.

1.2. What it means for our pupils

We work with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support to the child. It also includes contributing to broader, multi-agency strategic discussions about safeguarding children.

All of our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any pupils or staff involved in child protection or safeguarding issue will receive appropriate support.

Our strong safeguarding culture ensures that we treat all pupils with respect and involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among pupils and we set a good example by conducting ourselves appropriately.

Identifying safeguarding and child protection concerns often begin with recognising changes in]ˇ]ã•ó¼ææ˘}åæ}&^Áæ}åÐ¦Áæ^¼@ãçã˘¦Áæ}åÁ}[¸ã*Áó@ææóc@•^Å&@æ}*^•Á æêÁåa^Áãˇ•Á¼ãa˘•^Ẽ}^*¦^&Á or exploitation. Challenging behaviour may be an indicator of abuse.

All of our staff will reassure children that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.

2. Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

Keeping Children Safe in Education (2024)
Working Together to Safeguarding Children (2018)
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Prevent Duty guidance: Guidance for specified authorities in England and Wales (2023)
The Teacher Standards 2012
The Safeguarding Vulnerable Groups Act 2006
Section 157 of the Education Act 2002
The Education (Independent School Standards) Regulations 2014
The Domestic Abuse Act 2021
PACE Code C 2019

3. Roles and responsibilities

Role	Name	Email
Priory Community School		
Headteacher		

Role	Name	Email
	Rachel Few	Rachel.few@saca.theplt.org.uk
	Amy Cedera	Amy.Cedera@saca.theplt.org.uk

o   understanding the requirements of the Governance Handbook and Keeping Children Safe in Education 2024
o   supporting and challenging the DSL on the standards of safeguarding at the school
o   confirming that consistent and compliant safeguarding practice takes place across the school
      The trust has a safeguarding trustee who meets regularly with the TPLT Directors of Primary and Secondary Education to discuss safeguarding issues, agree steps to continuously improve safeguarding practices across the trust, and provide feedback to trustees.
      Each school has a safeguarding councillor whose role is to provide a local perspective on the culture of safeguarding in the school, to support leaders in continuously improving the safety and wellbeing of children. The safeguarding councillor reports periodically to the school community council, and the safeguarding councillors meet periodically with the TPLT Directors of Primary and Secondary Education and the Safeguarding Trustee.

4.Children who may be particularly vulnerable

4.1.Some children are at greater risk of abuse, neglect and exploitation. This increased risk can be caused by many factors including social exclusion,

12.4.CCE Indicators

CCE indicators can include children who:

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

12.5.Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse which may involve physical contact, including assault by

13. County Lines

13.1. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move, store and sell drugs and money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.

13.2. County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out at paragraph 10.1 of this policy.

13.3. Children can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out at 10.4 of this policy, with the main indicator being missing episodes from home and/or school.

13.4. Additional specific indicators that may be present where a child is criminally exploited include children who:

>go missing and are subsequently found in areas away from home
>have been the victim or perpetrator of serious violence (e.g. knife crime)
>are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
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>are found in accommodation with which they have no connection or in a hotel room where there is drug activity
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>have their bank accounts used to facilitate drug dealing

13.5. All staff are aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child may have been trafficked for the purpose of transporting drugs or money.

14. Sharing nudes and semi-nudes

14.1. Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or carried out offline between å¢çæ^•Áçãæ•^¦çæ•^Áãæ^ÁŒ]]^q Airdrop.

14.2. V@^¦{ Á¸˘å^•çãÁ•^å¸ææÁãåã Á•o&[{{[}|^&[*}ãæåÁa^[}}^Á^]]|^&æ¸åÁ[¦^æ¸]|[]¦ãæææ^|¦Á covers all types of image sharing incidents. Alternative terms used by children and young people may ã¸&¦ˇå^Áå¸ã㸠ãæ•o¦¦Áæ•oŒU c@^¦{•Á•^åãÁ^å˘æ涽}ã¸&¦˘å^Á^çã¸*Œ[ˇc@¦å^&¸åÁ^¢˘ æÁ ã¸ æ^¦¦`qæ¸åÁ[ˇc@¸ç[|ç¸^¢¢¸æ¸Á æ¸æ^¦¦Œ

14.3. The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

>children and young people find nudes and semi-nudes online and share them claiming to be from a peer
>children and young people digitally manipulate an image of a young person into an existing nude online
>images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

16.3. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. This means children can also be victims of domestic abuse.

16.4.

18. Radicalisation and Extremism

18.1. Extremism is defined as vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process of a person legitimising support for, or use of terrorist violences.

18.2. Children are vulnerable to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy. Our staff are trained to identify those at risk of being radicalised or drawn into extremism.

18.3. If staff are concerned that a child may be at risk of radicalisation or being drawn into extremism, they should speak to the designated safeguarding lead.

19. Staff/pupil relationships

19.1. Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of 18.

19.2. We provide our staff with advice regarding their personal online activity and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious

25.2.Taking action

25.3.Any child could become a victim of abuse. Key points for staff to remember for taking action are:

in an emergency take the action necessary to help the child, if necessary call 999
complete a record of concern form and report your concern to the DSL as soon as possible
share information on a need-to-know basis only and do not discuss the issue with colleagues,
friends or family

25.4.

Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable

29.5. **Private fostering arrangements**

Appendix One - Four categories of abuse

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events

3.Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-