Ramsey Manor Lower School Safeguarding Procedures.

Document Control		
Edition	**Issued**	**Changes from previous**
1	September 2023	New policy. Approved by the Local Governing Committee
2	September 2024	Updated in line with KCSIE 2024. Approved by the Local Governing Committee
3	September 2025	Updated in line with KCSIE 2025. Approved by the Local Governing Committee
4	September 2026	Updated in line with KCSIE 2026. Approved by the Local Governing Committee

Safeguarding Governor: Anna Tiana

Designated Safeguarding Lead (DSL): Sarah Castlo

Prevent Duty Lead: Sarah Castlo

Deputy Designated Safeguarding Leads (DDSL):
Colin Moore (Head teacher)
Lucy Steggles (Head of School)
Jo Williams (Deputy Head)
Sophie Hobbins (Assistant Headteacher)

SENDCO: Sarah Castlo

Single Point of Contact (SPOC): Colin Moore

This policy reflects the statutory safeguarding procedures for Ramsey Manor Lower School. In accordance with updated Department for Education requirements and statutory updates aligned with Keeping Children Safe in Education (KCSIE) 2026

Student Disclosures and Safeguarding Concerns

- The school will provide a safe and supportive environment for all pupils regardless of race, gender, sexual identity, age, ability, language, culture or religion. All of our pupils will feel listened to and supported.
- The school recognises that certain groups of pupils e.g. those with a disability/SEN or those who are LGBTQ+ or care experienced may be at more risk of abuse and/or less able to report it. The school provides training for staff on how to support these pupils Our SENDCo is Sarah Castlo. (See our SEND policy.)
- All Safeguarding concerns and disclosures from parents, staff and pupils should be recorded on CPOMS and the DSL/DDSL to be informed immediately.
- The school will seek advice from agencies and/or refer to outside agencies as required eg Social Care/Police/CAMHS/Nursing Service.
- Mental health concerns such as anxiety will be supported with guidance from the SENDCo- Sarah Castlo in the first instance and seek outside support as required. If there is both a mental health and safeguarding concern e.g. self harm, this should be passed to the Safeguarding Team via CPOMS and speaking to the DSL/DDSL immediately.
- Where the situation does not meet the threshold for outside agency involvement but there are ongoing concerns, the school will work with the pupil and their family to ensure there is appropriate provision for them in school and outside of school, including the signposting of online and local authority services such as the Early Help Assessment Team (EHA)
- Staff acknowledge that children may not feel ready or know how to tell someone that they are being abused.
- The school will attend professionals' meetings whenever possible and will share information with other agencies as required in accordance with legislation. The school will always aim to work and communicate with parents, but this is not always possible for a range of reasons such as pupils confidentiality; advice from outside agencies; if we feel informing the parents would put a pupil at risk.
- The school uses CPOMS to log Safeguarding concerns. Staff are reminded that data protection laws (including UK GDPR and Data Protection Act 2018) do not prevent the sharing of personal information where it is necessary to protect a

child. Safeguarding and child protection concerns take priority over privacy considerations.

- The school is aware that pupils are safer in school. The school will track attendance carefully and work with outside agencies such as the Education Welfare Officer as needed.
- The school will follow procedure with regards to Children Missing in Education. This includes robust procedures for unexcused or unexpected absences and timely notification to the Local Authority when pupils are added to or removed from the school admissions register. The Designated Safeguarding Lead or Deputies will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.
- All staff members have a professional responsibility to share information with other agencies to safeguard children.
- All staff members who encounter children will be given appropriate training to understand the purpose of information sharing to safeguard and promote children's welfare. We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. (GDPR)

Staff Induction, Training and Development

All new members of staff will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to, and report any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct, current Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, and other related policies. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education.

Staff on contracts to companies supplying contracted services, for example catering and cleaning staff will receive training by the Designated Safeguarding Lead (DSL) to complement that supplied by their employer. All staff should read Part One in the current Keeping Children Safe in Education: Statutory guidance for schools and colleges (KCSIE). All staff should also read Annex A of the KCSIE guidance. Annex B contains important additional information about specific forms of abuse and safeguarding issues.

The school follows statutory guidance with regards to the Single Central Record (SCR) and staff DBS clearance and Safer Recruitment. In accordance with KCSIE 2026, online searches are conducted as part of due diligence on shortlisted candidates. The SCR is systematically maintained and regularly audited by the DSL, Safeguarding Governor and Safeguarding Trust Officer

Staff are aware of the need to report all concerns, including low level ones, to the Headteacher. A low-level concern is any concern, no matter how small and even if it causes a sense of hesitation 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. Low-level concerns will be recorded in writing, handled confidentially and reviewed to identify and patterns or systematic issues.

Prevent Duty

- The Academy works within the Prevent Duty framework to protect staff and pupils from potentially extremist views in accordance with the updated statutory Prevent Duty guidance. If there is a concern the Prevent Duty Lead (Sarah Castlo) will follow the Channel System. The first point of reference will be the Designated Safeguarding Lead, who will pass on the referral to counter terrorism.
- All staff know to report any concerns they may have regarding a pupil becoming radicalised. In the first instance, this should be a discussion with the DSL. Concerns should then be passed to the police on 101.
- The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concern can also be raised by email to counter.extremism@education.gov.uk.(formally gsi.gov.uk) Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed
- If you are concerned that a child's life is in immediate danger, or that they may be imminently planning to travel to Syria or Iraq dial 999 or call the confidential Antiterrorist Hotline on 0800 789 321.

Female Genital Mutilation

Ramsey Manor Lower School recognises that all of our female students have the right to a life free from pain, menstrual problems and pregnancy complications that can be caused by female genital mutilation (FGM.)
FGM is illegal in the UK. Teachers have a mandatory statutory reporting duty to personally report to the police via 101 if they discover that an act of FGM appears to have been carried out on a girl under 18.

Staff should report any concerns regarding FGM to the DSL or DDSL's or if a pupil is at imminent risk call 101 or 999.
The NSPCC has an advisory helpline: 0800 0283500

Mental Health and Safeguarding

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. We know that staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken: a report to the DSL/DDSL's must be actioned.

Social Media and Online Safety

(Please see our E-Safety Policy.)

'All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life' KCSIE

- All staff have a responsibility to teach pupils about online safety. This is delivered via assemblies, curriculum opportunities within Computing and PSHE/RSE sessions. Pupils and staff should report any online bullying issues to their teacher or adult within school. This should then be raised with the DSL/DDSL immediately.
- Safeguarding issues for example: reports of distribution of indecent images (including AI-generated nude or semi-nude images and deepfakes) should be passed to the DSL/DDSL's via CPOMS or immediate contact.
- Filters for school email for staff and internet use are regularly reviewed and pupils and staff know how to escalate concerns when identified. The school meets the DfE Filtering and Screening Standards, ensuring network monitoring systems actively alert the DSL or Safeguarding Team to inappropriate searches or access attempts.
- To recognise the misinformation, disinformation and conspiracy theories now explicitly classified as a safeguarding harm.
- To recognise that online content can lead to real-world psychological damage.
- To follow guidance on the safe educational use of generative AI tools, ensuring AI tools are risk-assessed and that staff and pupils are protected from AI-generated harm, cyber-plagiarism and non-consensual deepfake image creation. (Please refer to Pyramid Trust AI Policy)

Child on Child Abuse

Ramsey Manor Lower School recognises that children can abuse other children. This is generally referred to as Child on Child abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting (youth produced sexual imagery) and initiation/hazing type violence and rituals. We make it clear that Sexual violence and Sexual harassment is not acceptable and is not tolerated. All staff should recognise that children can abuse their peers. This form of abuse should never be tolerated or passed off as "banter" or "part of growing up", "just having a laugh" or "boys being boys"; and we challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms and genitalia.

Evidence shows girls and children with SEND are at greater risk. We recognise there is a need to educate all pupils about the risks and impact of sexual violence and sexual harassment.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. (KCSIE)

Sexual Violence and Sexual Harassment

Sexual Violence: It is important that our staff are aware of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual

violence we are referring to sexual offences under the Sexual Offences Act 2003.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

STAFF SHOULD BE AWARE OF THE IMPORTANCE OF:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. It is important that school staff are aware of sexual violence and the fact that children can, and sometime do abuse their peers in this way.

The response to a report of Sexual violence and/or Sexual harassment

- The initial response to a report from a child is important. How we respond to a report may encourage or undermine the confidence of the victim, or future victims to report or come forward.
- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.
- We take incidents of texting seriously. Individuals will be dealt via behaviour and safeguarding routes once report has been investigated. Victim will be given support. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment
- Nor should a victim ever be made to feel ashamed for making a report. It is important to note that children may not find it easy to tell staff about their abuse verbally. Pupils may show us signs that something is not right through their behaviours - in the hope that an adult will notice. Staff should never promise to keep a disclosure a secret.
- If staff have a concern about a child or a child makes a report to them, they should follow the school safeguarding reporting processes and report the concern immediately to the DSL.
- When there has been a report of sexual violence, and or harassment the safeguarding team will carefully consider any action or report. We understand that is likely to be traumatic for the victim. Each report will be assessed on a case-by-case basis. The school will take advice from outside agencies such as the Police and Social Care as required. An immediate risk and needs assessment will take place. The risk and needs assessment will consider: the victim, especially their protection and support, the alleged perpetrator; and all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them. Risk assessments will be recorded and will be kept under review. At all times, our academy will be actively considering the risks posed to all our pupils and putting adequate measures in place to protect them and keep them safe.

There is a new NSPCC helpline to support children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance. The Report Abuse in Education helpline provides appropriate support and advice to victims of abuse, and concerned adults, including onward action such as contacting the police if they wish to.

Young people and adults can contact the NSPCC helpline, Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk. For more information visit the NSPCC website https://www.nspcc.org.uk or https://www.nspcc.org.uk/keeping-children-safe/reporting abuse/report

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

a) in exchange for something the victim needs or wants, and/or
b) for the financial or other advantage of the perpetrator or facilitator and/or c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity
a) in exchange for something the victim needs or wants, and/or
b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur using technology. CSE can affect any child or young person (male or female) under the age of 18 years.
It can include both contact (penetrative and non penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

We should always follow SAFEGUARDING procedures when dealing with CSE Sexual health and behaviour. More information include definitions and indicators are included in Annex A of the current Keeping Children safe in Education guidance

Alternative provision (AP)

Where a pupil is placed at an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil at regular intervals. There should be clear communication channels between settings about safeguarding concerns. Written confirmation of safeguarding checks will be obtained from all AP providers prior to placement and there will be shared record-keeping protocols preventing information gaps.

Domestic Abuse and Vulnerable Pupil Support

Any form of domestic violence: psychological, physical, sexual, verbal, emotional or financial should be reported to the Safeguarding Team. This applies if a child is a witness to domestic violence. This can impact on children, through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships. The school actively participates in Operation Encompass to receive notifications from local police regarding domestic abuse incidents involving registered pupils.

Young carers: The school recognises that young carers (children who provide care for family members) may face additional challenges and vulnerabilities. Staff will ensure early identification appropriate referral/support mechanisms are in place.

Contractors, Visitors and Third-party Site Hire

All visitors to the Academy should be noted in advance via email or in person to Reception. Visitors must sign in and out and wear a visitor's badge at all times. All visitors must be collected from Reception by the member of staff with whom they have an appointment. The member of staff is responsible for them whilst they are on the Academy premises.

Building contractors who are engaged by or on behalf of the Academy to undertake works on

site will be made aware of this policy and the reasons for this. Contractors who work onsite will be expected to provide Letters of Comfort that confirm DBS clearance.

Where school facilities are rented or used by third-party providers/community organisations, the school will verify that appropriate safeguarding policies, staff vetting and child protection procedures are strictly in place to letting agreements being executed.

Values and Ethics

As an Academy, we understand that safeguarding is more than simply keeping pupils safe in school. We leave them vulnerable if we do not do everything we can to equip them to keep themselves safe in school, outside school and in the future. Our Character and Ethics lessons provide the best context for this learning and contribute to safeguarding.