



SAFEGUARDING AND CHILD PROTECTION POLICY

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Designated Safeguarding Leads:

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1.0 INTRODUCTION

1.1 Montagu Academy is committed to safeguarding and promoting the welfare of all children and young people. As a consequence there is an expectation upon all staff, volunteers and those that work with Montagu Academy to share this commitment. The protection of our students from abuse is the responsibility of all our staff with the best interests of the child as the overarching principle.

1.2 Montagu Academy also recognises that through our interaction with children and sport we often gain a glimpse into their overall health and well-being. We recognise the contextual approach to safeguarding as outlined in the most recent Keeping Children Safe in Education (KCSIE).

1.3 Although not a statutory partner, Montagu Academy will comply with the framework detailed in Working Together to Safeguard Children 2026 (Appendix 1), KCSIE (Appendix 2) and the procedures of Gloucestershire Safeguarding Children Partnership (Appendix 3).

1.4 We aim to ensure that all concerns of a child protection nature are handled sensitively, professionally and in ways that support the specific needs of the individual child. Through providing a caring, safe and stimulating environment which promotes the social, physical and moral development of all our students, we aim to foster an atmosphere of trust, respect and security.

1.5 This policy will be reviewed by the Designated Safeguarding Lead (s) - DSL (s) annually.

2.0 What Montagu Academy staff should know and do:

2.1 Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

2.2 'Child' includes everyone under the age of 18.

2.3 Where a child is suffering significant harm or is likely to do so, action will be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

2.4 It is recognised that Montagu Academy staff will often find themselves working alone with children. We recognise that this is a regulated activity and as such all our staff will be subject to an enhanced DBS check. In addition, there is a responsibility upon the employee to bring to the attention of the DSL (s) any issue that might cast doubt on either their suitability to work with children or damage the reputation of Montagu Academy. This in no way

dilutes the corporate responsibility of Montagu Academy but rather reinforces the clear message of personal responsibility and accountability.

2.5 All adults working for Montagu Academy who come into contact with children and their families, have a responsibility to safeguard children. Montagu Academy staff are important as they are in a position to potentially identify concerns early and provide help for children to prevent concerns from escalating. Montagu Academy staff form part of a wider safeguarding system for children, as described in the statutory guidance 'Working Together to Safeguard Children', 2026. Montagu Academy staff will, therefore, work together with Social Care, Education, the Police, Health services and other services to promote the welfare of children and protect them from harm.

2.6 All staff have a responsibility to identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed. All staff members will also receive appropriate child protection training which is regularly updated. The Designated Safeguarding Lead (s) will undergo enhanced safeguarding multi-agency which is renewed every two years.

2.7 Flow charts for the key child protection processes, including how to refer, allegations management and conferencing are in the appendices.

3.0 Training and awareness for staff

3.1 A copy of Part 1 of the most recent KCSIE will be provided to all staff. It will also form the basis of any induction for new staff.

3.2 Staff will receive annual update training which will invariably be led or arranged by the Designated Safeguarding Lead (s). The updates will be based on any changes to best practice and understanding of the safeguarding landscape.

3.3 All staff will also be expected to complete on-line basic child protection and domestic abuse training.

3.4 Montagu Academy will keep all records of training/awareness undertaken by staff.

4.0 The Designated Safeguarding Lead (s) – DSL (s)

4.1 The role of the Designated Safeguarding Lead (s) is to: -

- Ensure child protection procedures are in place and updated as appropriate.
- Provide support to staff members to carry out their safeguarding duties and to liaise closely with other services such as children's social care.
- Be available to provide advice & support to staff and for confidential discussion about concerns.

- Liaise with the Local Authority and other agencies, as appropriate. (Working Together to Safeguard Children 2026)
- Keep secure written records of concerns about children and action taken, even where there is no need to refer the matter immediately.
- Be the first point of contact for external agencies that are pursuing Child Protection investigations.
- Co-ordinate Montagu Academy's representation at Child Protection conferences and Core Group meetings and the submission of written reports for conferences
- Facilitate Safeguarding Practice Reflection – appropriate supervision & after care for all staff who are involved in child protection cases.

5.0 What Montagu Academy staff should do if they have concerns about a child:

5.1 All Montagu Academy staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

5.2 If staff members have concerns about a child they should raise these with the DSL (s). This also includes situations of abuse which may involve staff members. The safeguarding lead will usually decide whether to make a referral to children's social care but it is important to note that any staff member can refer their concerns to children's social care directly.

5.3 If a student begins to disclose any matter involving alleged abuse, whether physical, emotional or sexual (See Appendix D for further information on types of abuse), to a member of staff, staff should follow the following guidelines:

- Stay calm and reassuring.
- Explain that you cannot promise confidentiality. You may have to inform the DSL (s) both at Montagu Academy and any school that they are working in.
- Listen to the student rather than directly question them.
- Do not press them for details or ask leading questions but ensure that questioning provides a clear understanding of context.
- Ask the student if they have told anyone else.
- Write a detailed account, in the student's own words, dated, timed and signed.
- Inform the DSL (s) both at Montagu Academy and any school that they are working in and hand them the detailed account as this may be needed as evidence in court.
- Assure the student that they have done the right thing, and you know how difficult it is to talk about such experiences.

- The key task at this moment is to listen to the student and not interrupt if he or she is freely recalling significant events, and to make a note of all that is said to be passed to the DSL (s) both at Montagu Academy and any school that they are working in.
- Staff should also be aware that noted recordings of the discussion may need to be used in any subsequent court proceedings and may be made available to the student's parents at a later date.

5.4 If at any point there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

5.5 Occasionally situations arise when workers within one agency feel that the decision made by a worker from another agency on a child protection or child in need case is not a safe decision. The safety of individual children is the paramount consideration in any professional disagreement, and any unresolved issues should be addressed with due consideration to the risks that might exist for the child (Appendix E for GSCP website for advice and flowchart).

6.0 Confidentiality

6.1 If a student requests confidentiality, they must be told that this cannot be promised, and it should be explained that staff have a responsibility to share information with those adults who will be able to help protect them from harm. They should be reassured that only staff that need to know about it will be told. This could result in the student not continuing the conversation, in which case do not pursue the matter and report concerns to the DSL (s).

6.2 In relation to 'consent', staff may need to act without parental consent in order to protect a child from harm. The DSL (s) will liaise with school and police colleagues and children's services if required.

6.3 Staff should take care not to discuss information given in confidence outside the appropriate professional contexts. The DSL (s) will disclose any information about a student to other members of staff on a need-to-know basis only. Where staff are directly involved with a case, they will be updated on the outcome, ensuring that they have any necessary information to further safeguarding the child.

7.0 Allegations of abuse made against our staff

7.1 We understand that a student or child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the DSL (s). If the allegation made to a member of staff concerns the DSL (s) the matter will be discussed directly with the Local Authority Designated Officer (LADO).

7.2 If the allegation is made to the school in which the member of staff is working then the school should immediately contact the Montagu Academy DSL in order for allegation to be progressed in partnership with the member of staff's employer.

7.3 The DSL (s) should immediately discuss the allegation with the LADO. The purpose of an initial discussion is for the LADO to consider the nature, content and context of the allegation and to agree a course of action. Any relevant additional information history will be provided. There may be situations when police are involved, for example if the person is deemed to be an immediate risk to children and there is evidence of a possible criminal offence.

7.4 Further information about the process can be found at Appendix F.

8.0 Allegations of abuse made against other children

8.1 Any allegations of abuse made against other children will be managed via our DSL (s) who will discuss with the school's DSL and in conjunction with them take immediate advice from Children's Services professionals.

8.2 Montagu Academy recognises the principles of Part 5 of Keeping Children Safe in Education (Child-on-child sexual violence and sexual harassment). We will promote overall health and well-being, seek to prevent all forms of bullying and engage with other agencies and parents as appropriate.

8.3 Abuse is abuse and will never be tolerated or passed off as banter, just having a laugh or part of growing up.

8.4 It is recognised that girls are more likely to be victims of abuse and boys perpetrators but none-the-less all forms child-on-child abuse are unacceptable.

8.5 At Montagu Academy, we recognise the different forms of Child-on-child abuse including;

- a) Sexual violence and harassment
- b) Physical abuse such as hitting, kicking, shaking etc
- c) Sexting – we follow the UK council for Internet Safety Education Group advice for schools
- d) Initiation violence and rituals

8.6 Staff are encouraged to utilise the supportive advice from the NSPCC in relation to Harmful Sexual behaviour <https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour>

9.0 Whistleblowing

9.1 Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of the DSL (s) and/or relevant external agencies.

This is particularly important where the welfare of children may be at risk. This means that staff should report any behaviour by colleagues that raises concern regardless of the source.

- Protect, an independent whistleblowing charity, previously known as Public Concern at Work (helpline: 020 3117 2502, email: whistle@protect-advice.org.uk, website: www.pcaw.co.uk).
- Through the NSPCC whistle-blowing helpline - 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

10.0 Physical intervention

10.1 The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or a young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

10.2 Any incident of safe handling must be recorded as soon as practicable, for incidents to be tracked and monitored. The school in which the staff member is working should be informed before leaving the premises.

10.3 When supporting a young person in distress adults should:

- Consider the way in which they offer comfort and reassurance to a distressed child and does it in an age-appropriate way.
- Be circumspect in offering reassurance in one-to-one situations and always record actions.
- Never touch a child in a way which may be considered indecent.
- Record and report situations which may give rise to concern from either party.
- Not assume that all children seek physical comfort if they are distressed.

11.0 One-to-One Situations

11.1 One-to-one situations have the potential to make a young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one settings with children and young people may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one-to-one situations are unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of children and young people and the adults who work with them.

11.2 This means that adults should:

- Ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.
- Avoid meetings with a child or young person in remote, secluded areas.
- Always inform other colleagues and/or parents/carers about the contact beforehand, assessing the need to have them present or close by.
- Avoid use of 'engaged' or equivalent signs wherever possible, such signs may create an opportunity for secrecy or the interpretations of secrecy
- Always report any situation where a child becomes distressed or angry.
- Carefully consider the needs and circumstances of the child/children when in one-to-one situations.

11.3 Meetings with children and young people outside agreed working arrangements should not take place.

12.0 Transporting children

12.1 There will be occasions when adults are expected or asked to transport children as part of their duties. This should only be done if accompanied by another adult or in an emergency situation.

12.2 Adults, who are expected to use their own vehicles for transporting children will ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded. Consent from the parent or carer will be sought and the child should sit in the back with a seatbelt to keep both them and the member of staff safe.

12.3 A record of driving licence and insurance details will be held by Montagu Academy for all employees and any change of circumstances brought to the attention of the Managing Director.

12.4 It is inappropriate for adults to offer lifts to a child or young person outside of their normal working duties, unless this has been brought to the attention of the Managing Director and has been agreed with parents. Impromptu or emergency arrangements of lifts must be recorded and be able to be justified.

13.0 Photography

13.1 Working with children and young people may involve the taking and recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and wellbeing of children and young people. Informed written consent from parents or carers and agreement, where possible, from the child or young person, should always be sought before an image is taken by staff for any purpose.

13.2 Adults should:

- Be clear about the purpose of the images and what will happen to them when the activity is concluded
- Be able to justify images of children in their possession
- Avoid making images in one-to-one situations or which show a single child with no surrounding content
- Ensure the child / young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed
- Report any concerns about any inappropriate or intrusive photographs found
- Ensure that they have parental permission to take and/or display photographs

13.3 Adults should not:

- Display or distribute images of children unless they have consent to do so from parents/carers
- Take images 'in secret' or take images in situations that may be construed as being secretive.

13.4 It is not appropriate for adults to take photographs of children for their personal use.

14.0 Showers and Changing

14.1 Adults should:

- Avoid any physical contact when children are in a state of undress
- Avoid any visually intrusive behaviour
- Where there are changing rooms announce their intention of entering

14.2 Adults should not:

- Change in the same place as children
- Shower or bathe with children
- Assist with personal care tasks which a child/young person can undertake by themselves

15.0 Sharing information

15.1 All Montagu Academy staff are expected to treat information they receive about children and young people in a discreet and confidential manner and should seek advice from the DSL (s) if they are in any doubt about sharing information they hold or which has been requested of them.

15.2 Everyone needs to know the procedures for handling allegations against staff and to whom any concerns or allegations should be reported and be familiar with local child protection arrangements.

15.3 The seven principles within the General Data Protection Regulations 2018 will govern the way that Montagu Academy staff share information. They must make sure the information demonstrates:

- Lawfulness, fairness and transparency - used fairly and lawfully
- Purpose limitation - used for limited, specifically stated purposes
- Data minimisation - used in a way that is adequate, relevant and not excessive
- Accuracy – data is accurate
- Storage limitation - kept for no longer than is absolutely necessary
- Integrity and confidentiality - handled according to people's data protection rights and kept safe and secure
- Accountability – we are responsible for what we do with the data

16.0 Sexual contact

16.1 All adults should clearly understand the need to maintain appropriate boundaries in their contacts with children and young people. Intimate or sexual relationships between children/young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.

16.2 Any sexual activity between an adult and the child or young person with whom they work will be regarded as a criminal offence and will always be a matter for disciplinary action. This means that adults should not:

- have sexual relationships with children and young people
- have any form of communication with a child or young person which could be interpreted as sexually suggestive, or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact
- make sexual remarks to or about, a child /young person
- discuss their own sexual relationships with or in the presence of children or young people

16.3 This means that adults should:

- Ensure that their relationships with children and young people clearly take place within the boundaries of a respectful professional relationship.
- Take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

17.0 First Aid and Administration of Medication

17.1 Montagu Academy will ensure that there are trained and named individuals to undertake First Aid responsibilities and that training is regularly monitored and updated.

17.2 Should Montagu Academy have to administer first aid, the school in which they are working will be informed before leaving the premises. If necessary, the parent or carer will be informed.

17.3 In circumstances where children need medication regularly, a health care plan would be established to ensure the safety and protection of children and adults who are working with them. Depending upon the age and understanding of the child, they should be encouraged to self-administer medication or treatment including, for example, any ointment, use of inhalers.

18.0 Behaviour Management

18.1 All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

18.2 This means that adults should:

- Not use force as a form of punishment
- Try to defuse situations before they escalate
- Inform parents of any behaviour management techniques used
- Be mindful of factors which may impact upon a child or young person's behaviour. E.g. bullying, abuse and where necessary take appropriate action.
- Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan / risk assessment may be drawn up and agreed by all parties.

19.0 Dress and Appearance

19.1 A person's dress and appearance are matters of personal choice and self-expression. However, adults should dress in ways which are appropriate to their role, and this will need to be different to how they dress when not at work. This means that adults should wear clothing, which is not likely to be viewed as offensive, revealing, or sexually provocative. Dress should not distract, cause embarrassment or give rise to misunderstanding. Dress must be absent of any political or otherwise contentious slogans.

20.0 Propriety and Behaviour

20.1 All adults working with children and young people have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people.

20.2 Adults should not:

- Behave in a manner which would lead any responsible person to question their suitability to work with children or act as a role model.
- Make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such

20.3 This means that adults should be aware that behaviour in their personal lives may impact upon their work with children and young people.

21.0 Appendices

Appendix A – Working Together to Safeguard Children 2026

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Appendix B – Keeping Children Safe in Education (part 1)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Appendix C – Gloucestershire Safeguarding Children Partnership (GSCP)

<https://www.gloucestershire.gov.uk/gscp/>

Appendix D – Types of abuse

In order to identify and assess the risks to any children, the following definitions should be understood by Montagu Academy staff;

- [Neglect](#)
- [Physical Abuse](#)
- [Sexual Abuse](#)
- [Emotional Abuse](#)
- [Bullying, including online bullying and prejudice-based bullying](#)
- [Racist, disability and homophobic or transphobic abuse](#) (Hate Crimes)
- [Gender-based violence](#)
- Child on Child/[Peer-on-peer abuse](#) such as sexual violence and harassment – **You are required to challenge all inappropriate behaviour between children, you can read more about the detail of behaviours that must be challenged in Part One of [Keeping Children Safe in Education](#). And the process to follow in our school is outlined below.**
- [Radicalisation and/or extremist behaviour](#)
- [Child sexual exploitation](#) and [trafficking](#)
- [Child criminal exploitation](#) including [County lines](#)
- [Child to parent abuse](#)
- [Serious violent crime](#)

- Online abuse: Knowing the risks linked to using technology, artificial intelligence (AI) and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation and risks of accessing and generating inappropriate content, for example 'sexting' are an important part of your role.
- Grooming
- Gang violence
- Teenage relationship abuse
- Upskirting
- Mental Health issues
- Modern slavery
- Substance misuse
- Issues that may be specific to a local area or population, for example gang activity or youth violence
- **Domestic Abuse – Children can be victims of Domestic abuse. Experiencing the effects of abuse at home can have a detrimental and long-term impact on health, wellbeing , development and ability to learn.**
- Female genital mutilation
- Forced marriage
- Poor parenting
- Homelessness
- Honour based violence
- Nudes and semi nudes including those generated by AI

Appendix E – GSCP Escalation Policy

<https://gloucestershirescp.trixonline.co.uk/chapter/escalation-policy>

Appendix F - GSCP flow chart for referral, Allegations Management Procedure

<https://gloucestershirescp.trixonline.co.uk/chapter/allegations-against-staff-or-volunteers?search=allegations>