

Safeguarding and Child Protection Policy September 2020 V5

Contents

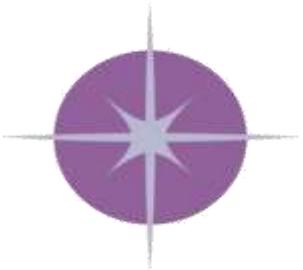
1. Purpose
2. Roles & Responsibilities
3. Allegations
4. Raising awareness and equipping children with skills needed
5. Implementing procedures
6. Supporting pupils who have been abused
7. Establish a safe environment
8. Policy review

The Designated Safeguarding Lead is: Kevin Purkiss

The Deputy Safeguarding Lead is: Duncan Jackson

The Governor responsible for Safeguarding is: Ben Jenkins

Document Owner:	Central Safeguarding Team
Version:	5
Date of last review:	Sept 2020
Category:	School Policy



Purpose

This policy outlines procedures and good practice within the Bath & Wells Multi Academy Trust, hereinafter referred to as the Trust, to ensure that each school and all individuals can demonstrate that there is an understanding of the duty to safeguard and promote the welfare of children and young people including those who are vulnerable. It outlines how this will be implemented within our schools.

Section 175 of the Education Act 2002 places a duty on the Board of Trustees (in relation to their education institutions) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school. The duty applies to academies by virtue of regulations made under section 157 of the Act.

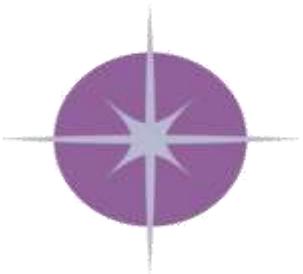
In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings, to whom the duty applies, should have in place the arrangements set out in chapter 2, paragraph 4 of *Working Together to Safeguard Children March 2018*. In addition, schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, *Keeping Children Safe in Education September 2020*

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. School staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018*. The Trust and its individual schools will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

2. Roles & Responsibilities

Our procedures for safeguarding children will be in line with the safeguarding partner arrangements and the South West Child Protection Procedures. They will follow any guidance issued by The Department for Education (DfE), namely *Keeping Children Safe in Education 2020* and *Working Together to Safeguarding Children 2018* issued by HM Government. We will also work to Local Authority Threshold Guidance which provides a clear framework for identifying levels of need and the action required to support and safeguard children.



The Local Governing Board will ensure that:

- The school complies with safeguarding duties under legislation and will identify a board level lead to take leadership responsibility for the establishment's safeguarding arrangements; and
- Safeguarding is monitored regularly and is a standing item at all full governing board meetings.

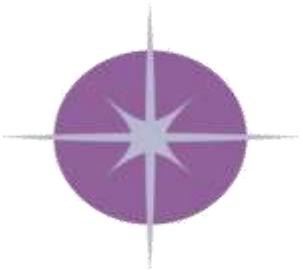
Head Teachers within schools are responsible for ensuring that:

- The policies and procedures adopted by the Trust and the Local Governing Board are fully implemented and followed by all staff;
- Sufficient time and resources are allocated to enable the Designated Safeguarding Lead (DSL) and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other inter-agency meetings and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and concerns are addressed sensitively and effectively in a timely manner; and
- The child's safety and welfare are addressed through the curriculum.

The Trust's Safeguarding and Child Protection Lead is responsible for ensuring that:

- The Safeguarding and Child Protection Policy is updated annually and reflects statutory guidance;
- Schools receive advice and guidance relating to all aspects of safeguarding; and
- Safeguarding teams and all staff receive regular safeguarding updates in line with the expectations set out in *Keeping Children Safe in Education 2020*

All staff within schools are responsible for ensuring that they are clear about their roles and responsibilities in line with *Keeping Children Safe in Education 2020 part 1* and all related policies.



2.1 Safer Recruitment

The Trust will follow relevant guidance in *Keeping children safe in education 2020* (Section 3 Safer Recruitment) and from The Disclosure and Barring Service (DBS):

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

The school will ensure an appropriate proportion of trustees, governors and staff on recruitment panels have undertaken all appropriate safer recruitment training as outlined in *Keeping Children Safe in Education 2020*;

- The Trust's Recruitment Policy includes all appropriate checks on staff, governors and volunteers, and suitability including DBS checks;
- We will ensure that all adults within our school who have access to children have been checked as to their suitability as outlined in *Keeping children safe in education 2020*; and
- We will ensure that all staff and volunteers have read the staff Code of Conduct and understand that their behaviour and practice must be in line with it.

3. Allegations

Any allegations against staff, volunteers, governors, contractors, supply teachers and visitors that indicate that they may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Will be reported immediately to the Head Teacher. The Head Teacher will take advice from the Local Authority Designated Officer (LADO) and inform the central safeguarding team and Human Resources department in line with the guidance in *Keeping Children Safe in Education 2019 part 4*.

The allegations guidance and LADO contact details can be found via the Local Authority contact link:

<https://www.proceduresonline.com/swcpp/>

If the allegation concerns the Head Teacher, the allegation must be reported to the Chair of Governors who will consult as above, without notifying the Head Teacher first



In line with Keeping Children Safe in education 2020 and with the advice of the LADO, any member of staff considered not suitable to work with children will be referred to the Disclosure and Barring Service (DBS). Such referrals will be made with the advice and support of Human Resources and in accordance with the DBS Referral Policy.

4 Raising Awareness and Equipping Children with Skills Needed

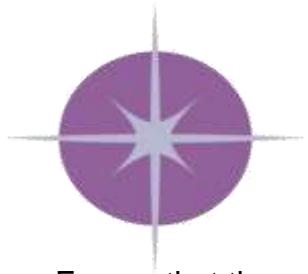
We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse and that all staff and governors have a full and active part to play in protecting our pupils from harm. All schools within the Trust will therefore:

- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Ensure that children are taught to develop the skills they need to recognise and stay safe from abuse, including peer on peer abuse, online abuse, Child Sexual Exploitation, Radicalisation and Honour Based Violence including Female Genital Mutilation; and
- Be aware that children with Special Educational Needs and disabilities can be especially vulnerable.

5 Implementing Procedures

We will:

- Ensure every member of staff (including temporary, supply staff and volunteers) and the local governing board knows the name of the Designated Safeguarding Lead (DSL), and their deputy responsible for safeguarding and child protection and understands their role. (*Annex B Keeping Children Safe in Education 2020*);
- Ensure there is a member of the senior leadership team in the DSL role and that appropriate cover is provided if they are unavailable. This person will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. They will ultimately have lead responsibility, which will not be delegated; however, deputy leads will be trained to the same level and will carry out activities delegated by the DSL. The DSL and all named deputies will have undertaken multi-agency Advanced Safeguarding Training as recommended by the safeguarding partners and will update this training every two years. In addition to this their knowledge and skills will be updated at least annually;
- Ensure that during term time the DSL (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns
- Adequate and appropriate cover arrangements for any out of hours/out of term activities will be arranged;

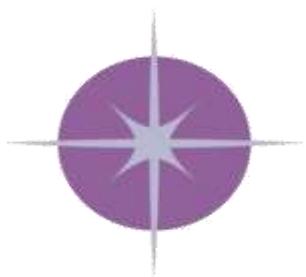


- Ensure that the names of the Designated Safeguarding Lead and their deputies are clearly visible around the school and on the website;
- Ensure that the safeguarding noticeboard displays all key safeguarding documents and information;
- Ensure all staff, volunteers and governors understand their responsibilities in being alert to 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 and the importance of reporting their concerns expeditiously;
- Ensure that all staff are regularly updated on the categories of abuse in Working Together to Safeguard Children 2018;
- Ensure that staff are regularly reminded of their responsibilities and specific forms of abuse and safeguarding issues;

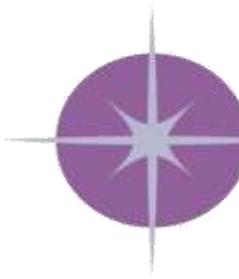
Ensure that all staff have an awareness of specific safeguarding issues as outlined in *Keeping Children Safe in Education 2020* and regularly update staff on current local/school issues;

Peer on peer abuse
Upskirting
Children and the court system
Children with family members in prison
Child criminal exploitation
County Lines
Homelessness
Sexual Violence and sexual harassment between children in schools
Contextual Safeguarding
Sexting
Child Sexual Exploitation
Radicalisation and The Prevent Duty
Honour Based Violence, including FGM
Domestic Abuse
Children Missing Education
Private Fostering
Fabricated and or Induced Illness
Serious Violence

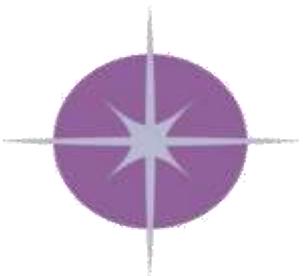
- Ensure that all staff are aware of the early help process and the importance of early identification to ensure that children get the right support at the right time. All staff should consider the context of a child's circumstances (known as contextual safeguarding) and assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare;



- We will ensure that staff are aware of the importance of being particularly alert to the potential needs of a child who:
 - is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health, and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - Is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.
- Ensure that all staff, volunteers, and governors maintain an attitude of 'it could happen here' and when concerned about the welfare of a child **always act in the best interest of the child**;
- Ensure that all staff, volunteers, and governors know how to record a concern and know that all concerns must be recorded and shared with the DSL;
- Ensure that there is always a clear written record of concerns about children;
- Ensure all paper records are kept securely, separate from the main pupil file, and in locked locations;
- Ensure that all staff, volunteers and governors who have access to the CPOMs system know how to record and report a concern using the system;
- Understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children. This may include contacting Children's Social Care or the Local Authority Designated Officer (LADO);
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children;



- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by making the Policy available to them and sharing safeguarding procedures;
- The school will normally seek to discuss any concerns about a child with their parents and gain consent to make a referral or an offer of support. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem advice will be taken;
- Ensure all members of staff are provided with opportunities to receive regular training and updates via the Safeguarding and Child Protection team or other source in order to understand their responsibilities relating to safeguarding children;
- Ensure that all members of staff are aware of their responsibilities under the Prevent Duty and the Mandatory Reporting Duty in relation to Female Genital Mutilation;
- Ensure that all staff members are aware of the systems within the school which support safeguarding – this will include the Safeguarding Policy, the Behaviour Policy, Children Missing Education procedures and the Code of Conduct. This will be part of staff induction and the Safeguarding Induction checklist will be used;
- Ensure that all staff members read at least part 1 of *Keeping Children Safe in Education 2020 including Annex A and What to do if you are worried a child is being abused*. This will be part of staff induction and the Trust Safeguarding Induction checklist will be used;
- Recognise that all matters relating to child protection are confidential and the Head Teacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only;
- Ensure all staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another; and
- Always undertake to share with parents our intention to refer a child to Children's Social Care unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with Children's Social Care on this point.



6. Supporting Pupils who have been abused

We will:

- Recognise that a child who is being or has been abused, who witnesses violence or abuse, or who lives in a violent or abusive environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth;
- Recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm;
- Be aware that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn;
- Ensure these children are particularly closely monitored and supported and any concerns are recorded and reported to Children's Social Care;
- Attend Child Protection case conferences, core group meetings, team around the child/family meetings and other liaison meetings as necessary;

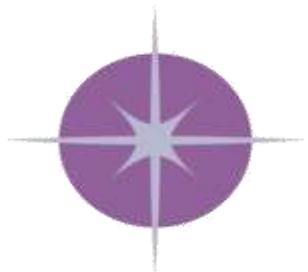
Implement a Personal Education Plan (PEP) for all Children in Care and ensure other vulnerable children have appropriate support plans in place;

- Establish a safe environment which supports all pupils.

7. Establish a Safe Environment

We will:

- Support the child's development in ways that will foster security, confidence, and resilience in every aspect of school life including through the school curriculum;
- Provide an environment which embeds a culture of vigilance in which children and young people feel safe, secure, valued, and respected, feel confident and know how to approach adults if they are in difficulties;
- Ensure that children and young people are educated about the expectations they should have relating to the behaviour of adults who work with them;
- Develop effective working relationships with all other agencies involved in safeguarding children;
- Ensure that we have a named Designated Teacher for Children Looked After and that we provide the best opportunities and support for all children to achieve the best outcomes and participate in school life;



- Contribute to the wider safeguarding agenda by working with the local community and following government guidance to help our children live in a safe environment;
- Recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support; and
- Ensure that other policies and publications which contribute towards safeguarding children and young people are acted upon, reviewed, and updated regularly and appropriate advice sought from relevant staff within the Local Authority in relation to them.

8. Policy Review

The Board of Trustees is responsible for ensuring the annual review of this Policy.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with government advice, national guidance, and local publications.

The policies and guidance listed below support this Safeguarding and Child Protection Policy:

- "Working Together to Safeguard Children" September 2018
- Keeping Children Safe in Education September 2020
- Code of Conduct
- Guidance for Safer Working Practice for those working with Children and Young People in education settings May 2019
- Social Media and Networking Policy
- Prevent Duty Guidance
- Mandatory reporting of Female Genital Mutilation
- Children Missing Education Guidance
- Disclosure and Barring Service Guidance
- South West Child Protection Procedures
- Attendance Policy
- Model Record Keeping and Record Retention Policy
- Sexting in schools and colleges – Responding to incidents and safeguarding young people
- Sexual violence and sexual harassment between children in schools and colleges
- Whistleblowing Policy