



## Safeguarding and Promoting Pupils' Welfare Policy

**This is a Trust policy. Please refer to Kingsfield's local policy for safeguarding and child protection.**

*Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.*

*This policy is updated in view of statutory guidance Keeping Children Safe in Education September 2021.*

**The Active Learning Trust is fully committed to ensuring that all its schools demonstrate effective safeguarding to protect all pupils, students and staff.** The Trust fully recognises its accountability and responsibilities for Safeguarding and Promoting Pupil's Welfare. This policy will be adopted by all schools who will, in turn, have procedures for safeguarding and child protection that reflect local needs and circumstances as well as take account of related Trust guidance such as on safer recruitment practice and ALT staff Code of Conduct.

Our policy applies to all Trust staff – central team and consultants – school staff, governors, external visitors and volunteers working in each academy.

There are five main elements to our policy:

- We practice safer recruitment in checking the suitability of all staff, external visitors and volunteers to work with children and young people
- We raise awareness of safeguarding issues and equip children and young people with the skills and resilience to assess risk, make wise choices, stay safe and talk with others about concerns including in relation to bullying including cyberbullying, e-safety such as exposure to the risks of grooming, extremism and radicalisation and peer-to-peer abuse including sexual violence and harassment
- We develop and implement rigorous procedures for identifying, investigating, recording and reporting on every incident, however small as well as distinguishing between concerns and those situations which suggest immediate danger or risk of harm, which demand instant referral
- We support children and young people who have been identified as being vulnerable and at risk of harm, intervening with targeted 'early help', in partnership with external support agencies, as appropriate
- We establish a safe and secure environment in all our academies where all children and young people are listened to, have the confidence to learn and flourish as

individuals.

Safeguarding is part of the Ofsted inspection framework within the 'personal development and welfare' strand as well as in 'leadership and management'. Extreme radicalisation is regarded as a safeguarding issue for vulnerable and at-risk children and young people and therefore schools are expected to respond to this within their own 'Prevent risk assessment/action plan' as part of their safeguarding approach. A proforma for this plan is usually available from the LA.

We recognise that because of daily contact with pupils, academy staff are well placed to observe outward signs of abuse – physical, sexual, emotional and neglect – manifesting itself in a range of ways including poor attendance patterns, missing from education, challenging behaviours, erratic mood swings and changes in self-presentation. We are also aware that some of these signs can be an indication of extra-familial harm including (but not limited to) domestic abuse, sexual exploitation, criminal exploitation and exposure to serious youth violence.

The Trust will therefore, through its academies:

- Establish and maintain an environment where children and young people feel secure, are encouraged to talk, and are listened to.
- Ensure children and young people know that there are adults in each academy who they can approach and trust if they are worried.
- Include opportunities in the curriculum for children and young people to develop the skills they need to stay safe from abuse as well as develop their own emotional and mental health and well-being.
- Develop Mental health as a key development priority for the Trust following recent national guidance and concerns reported by Heads. A mental health lead from each academy will be trained and a Trust-wide working group is active, focusing on curriculum development and the dissemination of best practice in response to regular pupil and staff surveys.

The Trust supports arrangements set out by local multi-agency safeguarding partners with which schools must comply, including health and children's social care ensuring:

- There is at least one designated senior person for safeguarding, in each academy, who has received appropriate training and support, and with responsibility for the child protection file, as well as named deputies, all of whom have their role referenced in job descriptions.
- There is a nominated Trust Board member responsible for safeguarding.
- Every member of staff (including temporary and supply staff, external visitors, volunteers and the governing body) is made aware of the names of the senior designated safeguarding lead and deputies and their roles in each academy.
- **All** staff and governors in academies, including central Trust staff, receive safeguarding training as stipulated by statutory guidance.
- **All** staff and governors in academies, including Trust staff and associated consultants, appear on the relevant central register that records a DBS check and a signed response establishing that they have read and understood the Safeguarding Policy and the relevant statutory guidance - part 1 and annex A - of the Keeping Children Safe in Education latest version.
- In accordance with guidance for academies all of our senior leaders, teachers that carry department headships, headteachers, governors and trustees are subject to a

128 check.

- The Board of Trustees and Local Governing bodies facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

## **Procedures**

- The training of all staff in safeguarding must be reviewed in line with Government guidance and KCSiE and communicated to parents/carers so that they have an understanding of the responsibility placed on the academy and its staff by setting out its obligations in the academy prospectus.
- The Local Authority is notified if there is an unexplained absence of a pupil who is subject to a Child in Need Plan, including early detection of children missing from education.
- Effective links are maintained and developed with relevant agencies and academies co-operate as required with their enquiries regarding safeguarding matters including attending the multi-agency core group, child in need and case conferences.
- All staff meet the statutory duty of safeguarding pupils at risk of female genital mutilation (FGM) and have undertaken appropriate training. Staff have a mandatory duty to report to the police any cases of FGM and they are also expected to report cases of girls they believe are at risk of undergoing the procedure.
- Written, chronological records of concerns about children and young people are kept, even where there is no need to refer the matter immediately. All academies are now using MyConcern - a highly-regarded software package that supports a consistent approach to recording and reporting across the Trust.
- All paper records are kept securely; separate from the main pupil file, and in locked locations, with standards of confidentiality maintained. It is good practice now to have two emergency contact numbers for pupils.
- Correct and appropriate procedures are followed where an allegation is made against a member of staff, agency cover staff or volunteer. It is important that all staff who are trained in positive handling strategies are aware of safeguarding issues and how to use restraint safely.
- Safer recruitment practices are always followed including that at least one member of an interview panel for posts with access to children and young people has undertaken recognised safer recruitment training.

We recognise that children and young people who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children and young people at risk. When in the academy their behaviour may be challenging and defiant or they may be withdrawn. Our academies will endeavour to support the pupil or student in:

- Engaging with the content of the curriculum and the teaching of specific skills, positive behaviours and attitudes.
- Learning within the academy ethos, promoting a supportive and secure environment, where pupils feel valued and listened to, with concerns taken seriously.
- Benefiting from the academy positive behaviour policy that is aimed at supporting vulnerable pupils in the school including those with SEN and disabilities, looked after

and young carers as well as those at risk of exclusion. The academy will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

- Accessing local agencies that support the pupil such as children's social care, Child and Adult Mental Health Services (CAMHS), education welfare services and educational psychology services.
- Gaining the support required eg when a pupil who is subject to a Child in Need Plan leaves a school, their information is transferred to the new school immediately and the child/young person's social worker is informed.
- Recognising that peer on peer abuse can manifest itself in many ways. All forms of peer on peer abuse are unacceptable and will be taken seriously
- Being clear that sexual violence and sexual harassment will not be tolerated. KCSiE – Part Five – 2021 should be referred to for full details of procedures to be followed in such cases.
- Recognising that young people who go missing can be at increased risk of sexual exploitation and have procedures in place to ensure an appropriate response, particularly students who go missing on repeat occasions.
- Supporting pupils who are victims, or suspected victims, or domestic abuse.

### **The school's Prevent strategy as part of safeguarding**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism and radicalisation. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable young people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Academies need to make it clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

The Counter-Terrorism and Security Act, 2015 places a duty on authorities (including schools) 'to have due regard to the need to prevent people from being drawn into terrorism'.

All staff in our academies must be made aware of this duty.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead or Prevent Lead.

'The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.' *The Prevent Duty, DfE advice for schools and childcare providers 2015*

In view of the above the Trust's expectation is that:

- Prevent will be included in the school's safeguarding policy and as part of the school's prevention strategy, with a view to protecting those children and young people vulnerable and at risk
- There will be a single, trained, point of contact, who will provide staff awareness training and vet external speakers and internal events
- All adults within the school community who may come into contact with children and young people during the school day, including before and after school, will undertake the appropriate training, including Prevent
- Links will be made with SMSC, British values, citizenship, PSHE, tutorials, assemblies - identifying explicit opportunities for pupil skill development in assessing risk and having the ability to look out for themselves and others
- Parents/carers will be involved as appropriate
- E-safety advice and guidance for pupils, staff and parents will include Prevent
- Processes will be robust in terms of assessing, recording and reporting incidents, as well as referring on, if appropriate.

**Appendix A** provides a checklist for school governors as a means of quality assuring the school's procedures alongside the Trust's policy, legal requirements and statutory guidance.

**September 2021**

This policy shall be reviewed annually.

## Appendix A

### Expectations of governing bodies

All local governing bodies will have a safeguarding lead that, in collaboration with other governors, will hold the headteacher and other designated staff to account in relation to implementing legal requirements and statutory guidance. This process will focus on ensuring:

The single central record (complies with the statutory guidance) is current, accessible, managed effectively and monitored regularly – and includes all volunteers, all external visitors who engage in 'regulated activities' and those associated with homestay exchange visits and governors (section 128 check) who now need to have an enhanced DBS check, as well as training dates. All risk assessments must be recorded

Staff are trained to recognise signs of concern including poor attendance patterns, challenging behaviours, erratic mood swings, changes in self-presentation – this in the context of a mandatory three year renewal of training for all staff, two years for designated leads, however, the expectation now is that all staff including governors will have an annual briefing to update on key issues such as FGM, honour-based abuse, children missing from education, Prevent (all adults in the school undertaking online training annually)

The school exercises stringent safer recruitment practice including at least one member of a recruitment panel with the appropriate training

The designated safeguarding lead (DSL), a senior post, supported by deputies is at no time delegated to others and the role, as that of the deputies, is stated clearly in the incumbent's job description, with all staff understanding the demands of these roles. Regular supervision is provided for the DSL

All staff understand and sign the latest statutory guidance, including part one and annex A, and are aware of school procedures and the Trust policy

Rigorous procedures are in place to assess, record and report all incidents – a written, chronological account - this includes investigating every incident, however small, distinguishing between concerns and those situations which suggest immediate danger or risk of harm – all incidents are now recorded on MyConcern (from September 2018)

All staff understand the additional vulnerabilities of pupils with SEN and disabilities, looked after children, young carers and those who may go missing from education as well as those subject to private fostering arrangements

The school uses a range of strategies to respond to specific needs in partnership with external support agencies, recognising the importance of targeted 'early help'

All sensitive material is confidentially filed and in securely locked storage

That all pupils feel safe, secure and confident to learn, with the skills and resilience to assess risk, make wise choices, stay safe including online, reflecting the new DfE guidance, and able to talk with others about concerns including bullying – with a specific focus on all groups at particular risk and vulnerable such as those whose behaviour challenges gender norms, such as transgender pupils ; peer to peer abuse such as sexting and upskirting must be challenged; the teaching of key skills must take place across all years and be age-appropriate, with emotional and mental health and well-being a key focus

That pupils know where and how to seek support if they are worried and that the school provides a listening, supportive environment if they choose to do so

Parents/carers are aware of the school's responsibilities in view of legal requirements eg the Equalities Duty, as well as their own and have a practical understanding of e-safety

Schools identify an esafety lead given the risks associated with social media and networks

Links are made with relevant policies such as attendance, behaviour, anti-bullying, relationship and sex education (RSE), whistleblowing, esafety, equalities, safer employment and relevant staff codes of conduct

That the NSPCC whistleblowing hotline 0800 028 0285 is included in relevant information as well as links to local safeguarding partners.

