



Safeguarding Child Protection Statement

This policy has been adopted by the Board of Directors of Pathfinder Multi Academy Trust and is applicable across all schools that make up the Trust. In line with the MAT's Scheme of Delegation, this Policy must be duly applied by each Local Governing Committee and the Headteacher of each school that is part of Pathfinder Multi Academy Trust.

Where there are specific details or any discretions in the policy that apply to an individual school or Local Governing Committee this has been made clear within the wording of the policy.

This policy will be reviewed formally by the MAT Board of Directors in line with the agreed timetable for policy review or sooner as events or legislation changes require.

Date Adopted: **October 2020**

Date for Review: **October 2021**

Contents

Policy principles	3
Roles and responsibilities	4
Missing children	5
Complaints procedure	7
Racist Incidents	8
Mental Health	8
Radicalisation and Extremism	9
Child Sexual exploitation	10
Female Genital Mutilation (FGM)	10
Prevention	10
Self Harm	11
Domestic Abuse	11
Health & Safety	11
Monitoring and Evaluation	12
The Role of Governors	12
Staff training	13
Confidentiality	14
Safer recruitment	14
Child protection procedures	18

Pathfinder Multi Academy Trust recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. The Trust will endeavour to provide a safe and welcoming environment where children are respected and valued. Schools are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff and governors.

Policy principles

Welfare of the child is paramount. All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection. All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm. Pupils and staff involved in child protection issues will receive appropriate support.

The Education Act 2002

Section 157 of the Education Act 2003 and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

The **Teacher Standards 2012** state that teachers, including Headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The statutory guidance **Working Together to Safeguarding Children 2018** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for YSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.

The statutory guidance **Keeping Children Safe in Education 2020** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units. 'School' includes maintained nursery schools.

'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992. And relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement). All staff must read Part One of this guidance.

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse and one child in six is exposed to violence in the home. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem and disabled children are three times more likely to be abused and neglected.

Definitions

For the purpose of this policy, Pathfinder MAT adopts the definition of safeguarding used in the Children's Act 2004, and in the government's guidance document 'Working Together to Safeguard Children' 2018. This can be summarised as:

- protecting children and young people from maltreatment
- preventing impairment of children and young people's health or development
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children and young people to have optimum life chances and to enter adulthood successfully.

Roles and responsibilities

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for all schools within the Trust are listed in the Pathfinder Safeguarding Contacts document available on the Trust's website.

Designated Safeguarding Lead

It is the responsibility of the Designated Safeguarding Lead to:

- ensure that staff are familiar with the policy and procedures
- act as a source of advice within the school
- be the first point of contact for any adult concerned about a child's health or safety
- support a member of staff involved in a child protection issue and offer advice
- make contact with social services and, if necessary, make a referral
- co-ordinate action within the school and liaise with Children's Services and other agencies over cases of abuse and suspected abuse
- keep records of child protection issues relating to individuals in the school
- decide who should attend child protection conferences when necessary
- ensure all child protection records are kept secure
- ensure adequate training is provided for staff and children (as part of their curriculum)
- ensure that the child protection policy is effectively implemented.

Deputy Designated Safeguarding Leads

If the Designated Safeguarding Lead is not available or there is a concern about the Designated Safeguarding Lead, one of the Deputy Designated Safeguarding Leads will take over the responsibilities.

Where verbal referrals are made to Children's Services, the referral should be made in writing within 24 hours. Where there is uncertainty about making a full referral, advice can be sought from the Multi Agency Safeguarding Hub MASH on (01904) 551900 without giving the child's details.

Ensure all allegations and concerns against staff must be reported to the Local Authority Designated Officer (LADO) within the same working day. (The LADO will then decide what action to take). The new contact details and referral pathway are detailed on the CYSCB website and are referred to here for your reference: www.saferchildrenyork.org.uk/index. Professional can also email the Lado lado@york.gov.uk. If professional do not have a secure email than they can phone 01904 551783 to make a referral or seek advice.

CYC Safeguarding advisor Caroline Wood 01904 555695 Caroline.Wood@york.gov.uk

Safeguarding Numbers

- Emergency Duty Team 01609 780780
- MASH 01904 551900 (Option 2 then Option 3)
- LADO 01904 551783
- Gaynor Stainsby (DSL) 01904 411341 / 07834 281560

Where appropriate, a referral should be sent to the LADO using the LADO Referral Form (available on the website) giving as much detail as possible. Completed forms should be emailed using secure mail (e.g. gcsx, pnn, cjsm, nhs.net, etc)

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental-health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Missing children

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Children Missing Education Knowing where children are during school

hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse, neglect and radicalisation, and in children may raise concerns around child sexual exploitation. As detailed in KCSiE 2020. A robust monitoring of attendance is conducted in all MAT schools and absences are followed up by attendance officers by phone calls. Those students who are self-isolating and shielding are contacted regularly and provided with google class room. Students who are missing from school without permission are contacted and Attendance panel meetings are arranged to remove barriers that may be prevent children from attending. In addition, students who have irregular attendance at school are also reported to the Local Authority and their attendance is closely monitored. Students who are deleted from the school register for any of the following reasons are also reported to the Local Authority immediately upon deletion of the record in accordance with DfE Children Missing Education:

have been taken out of school by their parents and are being educated outside the school system e.g. home education;

- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

Helping children to keep themselves safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. Schools continually promote an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety

- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Headteacher and governors.

Complaints from staff are dealt with under the Pathfinder MAT complaints and disciplinary and grievance policy.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The Trust's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher/Principal should be reported to the chair of governors, chair of the management committee or proprietor.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction¹.

We understand that a student may make an allegation against a member of staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher².

¹ Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website, also the E-safety toolkit

² or Chair of Governors in the event of an allegation against the Headteacher

The Headteacher on all such occasions will discuss the content of the allegation with the LADO at the earliest opportunity.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult without notifying the Headteacher first.

The school will follow the CYC procedures for managing allegations against staff.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration and the Headteacher will seek the advice of the LADO and HR Consultant in making this decision.

In the event of an allegation against the Headteacher the decision to suspend will be made by the Chair of Governors with advice.

Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance to the Area Education Officer/LADO following the Whistleblowing Policy.

Whistleblowing regarding the Headteacher should be made to the Chair of the Local Governing Committee whose contact details are readily available to staff (as pertinent to the setting).

Racist Incidents

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Mental Health

Mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering abuse, neglect or exploitation.

All MAT staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional.

Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

Radicalisation and Extremism

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. This was also highlighted in Keeping Children Safe in Education 2020 which stated all schools have “due regard to the need to prevent people from being drawn into terrorism”. 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.

Pathfinder MAT values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society’s values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable 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. Pathfinder MAT is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

The Pathfinder MAT seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The school Governors, the Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school’s profile, community and philosophy.

Response

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher and/or the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then North Yorkshire Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The DfE has also set up a dedicated telephone helpline for staff and Governors to raise concerns around Prevent (020 7340 7264).

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Child Sexual exploitation

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. From 31 October 2015 a mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

The duty applies to all persons in Pathfinder MAT who are employed or engaged to carry out 'teaching work' in the school, whether or not they have Qualified Teacher Status. Please refer to the Home Office and DfE procedural information, for full details

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed and a report to the police should be made by the close of the next working day.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

Prevention

We recognise that our schools play a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks. All staff are given training and the E-Safety policy to read and sign to say they have read it.

Self Harm

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the designated senior person for child protection. Actions by the designated senior person might include:

- contacting parents
- contacting Child Adolescent Mental Health Services
- contacting the Advice, Assessment and Early Intervention Service

Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect. Staff receive training around these issues by DSL.

Health & Safety

Our Health and Safety Policy set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use and when away from the school and when undertaking school trips and visits.

Monitoring and Evaluation

Our Child Protection Policy and procedures will be monitored and evaluated by:

- Local Governing Committee visits to the school.
- SLT 'drop ins' and discussions with children and staff.
- Pupil surveys and questionnaires.
- Scrutiny of attendance data.
- Scrutiny of range of risk assessments.
- Scrutiny of GB minutes.
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor.
- Review of parental concerns and parent questionnaires.
- Review of the use of nurture room and fun club at lunchtime.

The Role of Governors

The Local Governing Committee is accountable for ensuring that there effective policies and procedures in place in accordance with guidance issued.

Governors understand that their role is not to deal with individual cases or a right to know details of individual cases (other than when exercising their disciplinary functions in respect of allegations against a member of staff).

The Local Governing Committee will be assured that:

- a) The school has a Child Protection Policy and procedures in place that are in accordance with Local Authority guidance and locally agreed interagency procedures and the policy is made available to parents on request.
- b) The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- c) The school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the LA and locally agreed interagency procedures.
- d) A senior member of the School's Leadership Team is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA and working with other agencies.
- e) In addition to basic child protection training the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB and refresher training at two yearly intervals to keep knowledge and skills up to date.
- f) The Headteacher, and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- g) They remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to their attention.
- h) A member of the Local Governing Committee is nominated to be responsible for liaising with the LA and/or partner agencies as appropriate in the event of allegations of abuse being made against the Headteacher.

- i) They review their policies and procedures on a two yearly cycle and provide information to the LA about them and how the above duties have been discharged.

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. Staff are requested yearly to complete an online Child Protection awareness course. Also all staff at the beginning of the new academic year are given the following policies to sign and keep

What to do if you're worried a child is being abused

E-Safety Policy

Health & Safety Policy

Safeguarding Young People Policy

Keeping Children Safe in Education, Part 1 (2020) & Part 5 (sexual violence)

Staff are kept informed by the DSL of any changes or additions to the polies through annual training and training is given to all staff every 2 years by the City of York safeguarding advisor .

Induction of New Staff

All newly appointed staff coming from within the agency or another agency, or newly qualified, receive induction and training in child protection and are also asked to complete the Child Protection online course and Prevention Duty online awareness course.

The programme of induction includes:

- a) A full explanation of their role and responsibilities and the standard of conduct and behaviour expected;
- b) A full explanation of the agency's personnel procedures relating to disciplinary issues;
- c) Information about the agency's complaints, conflict resolution and whistle-blowing policies;
- d) Information about safe practice and the arrangements in place to support staff in their work;
- e) An introduction to the agency's child protection policies and procedures;
- f) An introduction to the role and activities of the Local Safeguarding Children Board (LSCB);
- g) An introduction to the school's nominated safeguarding children adviser/s and an explanation of their role;
- h) Child protection training at a level appropriate to the member of staff's contact with children (as required by the LSCB);
- i) A full explanation of who the staff member is accountable to within their agency and also externally, within partner agencies, in relation to the safeguarding of children and young people;
- j) Awareness of the Safeguarding Policy (staff code of conduct).

Confidentiality

We recognise that all matters relating to child protection are confidential.

The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Social Care with their parents/carers 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 an Assistant Team Manager at the Children's Services Area Team on this point.

Safer recruitment

Our schools endeavour to ensure that we do our utmost to employ safe staff by following the school's Staff Recruitment policy and procedures. Safer recruitment means that applicants will complete an application form which includes their employment history and explains any gaps in that history provide two referees, including at least one who can comment on the applicant's suitability to work with children provide evidence of identity and qualifications if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity if offered employment, provide evidence of their right to work in the UK be interviewed, if shortlisted.

The school will also verify the preferred candidate's mental and physical fitness to carry out their work responsibilities and obtain references for all shortlisted candidates, including internal candidates and carry out additional or alternative checks for applicants who have lived or worked outside the UK Ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and staff behaviour policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the child protection policy and staff behaviour policy.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained. The school maintains a single central record of re Regulated Activity Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2020) part three.

The guidance in KCSIE 2020 (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- 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.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

Supervised Volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

The school checks the identity of all contractors working on site and requests DBS checks and barred list checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity recruitment checks undertaken.

Visitors to the school

Visitors to the school site must all sign in at the school Reception where they will then be given a Lanyard/badge. Each school will have their own practice.

The Role of MAT Trustees

Trustees are accountable for ensuring that the Multi Academy Trust has effective policies and procedures in place in accordance with guidance issued.

Governors understand that their role is not to deal with individual cases or a right to know details of individual cases (other than when exercising their disciplinary functions in respect of allegations against a member of staff).

The safeguarding trustee acts as the link between committees, e.g. LGBs, and the board of trustees, reporting back to trustees on how the [Child Protection and Safeguarding Policy](#), is being implemented and how resources are used and/or required.

Main responsibilities

Maintain strategic oversight to ensure that appropriate systems and procedures are in place across the trust to cover all aspects of the safeguarding agenda and ensure all statutory responsibilities are met.

Support the implementation of a whole-trust culture where safeguarding and child protection is given the highest priority.

Encourage all members of the board of trustees to develop their understanding of their safeguarding and child protection responsibilities.

Ensure there are systems in place to provide support for staff who are dealing with safeguarding and child protection issues within the trust.

Responsibility for policy implemented

Ensure a consistent approach to policy implementation is embedded throughout the trust – making certain that a process is in place for the board of trustees to disclose any deviation to trust-agreed policies.

Ensure that within the trust policy management process, all policies linked to safeguarding pupils provide the opportunity for each academy to reflect local circumstances and procedures.

Ensure that there is a scheme of delegation in place for all policies that relate to the safeguarding of pupils and that it clearly records who is responsible for reviewing each policy, when policies are due for review and how this will be communicated to the board of trustees.

Support policy development at a strategic level to make certain the trust's stance on reasonable force protects staff, volunteers and pupils.

Ensure that each academy has adopted a compliant Child Protection and Safeguarding Policy that is reviewed annually, published on each academy's website and is easily accessible. The policy should reflect statutory guidance, including reference to peer-on-peer abuse and early help.

Maintain oversight of all safeguarding-related policies that deviate from trust-agreed policies.

Ensure each academy has in place the following statutory policies and documents relating to safeguarding and child protection:

- [Child Protection and Safeguarding Policy](#)
- [Allegations of Abuse Against Staff Policy](#)
- [Single Central Record \(SCR\)](#)
- [Staff Code of Conduct](#)
- Register of attendance
- [Behavioural Policy](#)
- [Data Protection Policy](#)
- [RSE Policy](#)

Ensure each academy has in place the following good practice policies and documents relating to safeguarding and child protection:

- Prevent Duty Policy
- Recruitment Policy
- Extremism and Anti-Radicalisation Policy
- Visitor Policy
- DBS Policy
- Staff Harassment Policy
- Attendance and Truancy Policy
- PSHE Policy
- Curriculum Policy
- Child Sexual Exploitation (CSE) Policy

- Early Help Policy
- Personal Electronic Devices Policy
- E-Safety Policy
- Anti-Bullying Policy
- Whistleblowing Policy
- Safe Touch Policy
- Positive Handling Policy
- Children Missing Education Policy
- Acceptable Use Agreement

Responsibilities for staff and volunteers

Ensure that each academy is aware that all staff, trustees, local governors and volunteers read **part one** of the KCSIE 2020 guidance, and relevant staff and trustees read the whole document to understand their responsibilities for safeguarding in their role.

Ensure each the job description for DSLs in each academy stipulates that the role is filled by a member of the SLT.

Ensure the trust's scheme of delegation includes provisions for the board of trustees to decide who will appoint the DSL in each academy, e.g. the headteacher.

Ensure that all members of academy staff have access to a copy of all safeguarding policies and procedures and have returned a signed declaration of their understanding of these policies and procedures to the leadership team.

Responsibilities for training and CPD

Ensure there are systems in place to ensure that all staff, trustees, the LGB and volunteers receive appropriate safeguarding and child protection training, which is updated at least annually.

Make certain that the training requirement for any deputy DSL(s) within the trust is the same as the training undertaken by the DSL.

Reporting and monitoring

Receive at least a termly report from each academy from the DSL to monitor the implementation of the MAT's Child Protection and Safeguarding Policy and associated procedures

Ensure that, as a minimum, an annual safeguarding audit has been undertaken, as well as reviewing and monitoring the outcomes and actions following this audit.

Safer recruitment

Ensure that an enhanced DBS check has been carried out for all members of the governing board.

Ensure a section 128 direction is carried out on any trustee within the board including the all member of each academies LGB.

Ensure the LGB is aware of the essential security checks to carry out on potential staff, including DBS checks, and that these include a check to ensure any person presenting at the academy is the same person the academy is expecting.

Maintain oversight and monitor the MAT's SCR, liaising with the safeguarding governor of the LGB to ensure that all information provided is up-to-date and accurate.

Ensure the SCR is in accordance with part 4 of the schedule to the Education (Independent School Standards) Regulations 2014.

Ensure that each academy has a clear recruitment procedure in place that includes a process for obtaining references prior to interview, and that all references are vetted.

Child protection procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or

grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment) protect a child from physical and emotional harm or danger ensure adequate supervision (including the use of inadequate care-givers) or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Definitions taken from Keeping Children Safe in Education 2016.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior officer.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may: have bruises, bleeding, burns, fractures or other injuries

- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.
- acquire gifts such as money or a mobile phone from new 'friends'

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

DFE - Working together to safeguard Children July 2018

DFE – Keeping Children Safe in Education September 2020

DFE – Prevent Duty June 2015

DFE – What to do if You're worried a Child is being abused March 2015