



AVANTI SCHOOLS TRUST

Child Protection and Safeguarding policy and procedure

October 2020

Review Date: October 2021

The Avanti Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that all our employment practices reflect this commitment.

(To be read in line with DfE Keeping Children Safe in Education – September 2020)

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The Avanti Way - Safeguarding Statement of Intent, Vision and Compliance

Avanti Schools Trust exists to help each person become a well-rounded human being through intellectual, moral and spiritual growth, and to make the world a better place.

Our actions and our intentions as school leaders are guided by our core principles of Academic Excellence, Character Formation and (Spiritual Insight in our faith schools).

If students are to achieve academically, socially and emotionally to the best of their ability, it is essential that their basic needs for safety, protection and inclusion are successfully and confidently addressed.

Avanti's virtues of respect, self-discipline, courage, integrity, empathy and gratitude are tangible throughout school life, where leadership at all levels understand the importance of modelling exemplary behaviour and attitudes. These characteristics influences our students to also model and grow up to behave appropriately.

Avanti Schools Trust recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children and young people are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities and is taken very seriously.

Equality Statement

Some children and young people have an increased risk of abuse. Additional barriers can exist for some with respect to recognising and disclosing it. Avanti Schools Trust are committed to anti – discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who are:

- i. Disabled or have special educational needs (whether or not that have a statutory education, health and care plan)
- ii. Young carers
- iii. Affected by parental substance misuse, domestic abuse or parental mental health needs
- iv. Asylum seekers
- v. having signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- vi. frequently missing/goes missing from care or from home;
- vii. misusing drugs or alcohol themselves;
- viii. at risk of modern slavery, trafficking or sexual exploitation;
- ix. in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- x. has returned home to their family from care;
- xi. is showing early signs of abuse and/or neglect;
- xii. at risk of being radicalised, exploited or drawn into extremism
- xiii. is a privately fostered child;
- xiv. has an imprisoned parent
- xv. living away from home
- xvi. Vulnerable to being bullied or engaged in bullying

- xvii. Living in temporary accommodation
- xviii. Live transient lifestyles
- xix. Living in chaotic and unsupportive home situations
- xx. Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- xxi. Do not have English as a first language
- xxii. At risk of female genital mutilation
- xxiii. At risk of forced marriage

Governance & Accountability in relation to Safeguarding

The Board of Directors is the legal Governing Body of every Avanti school and has ultimate accountability and legal responsibility for all Avanti Schools, including statutory responsibilities of governors and accountability for the quality of educational provision and school effectiveness.

The Board has appointed School Stakeholder Committees (SSCs) for each Avanti School. SSCs provide perspectives from various stakeholder groups (staff, parents and wider community) on a day to day functioning of the school in order to support the school's work.

Currently, in the South West Hub schools a temporary committee called a Governance Board is in operation.

Governing Boards, School Stakeholder Committee and proprietors should ensure that the Trust and each school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting or directing other staff. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times (Dfe KCSIE 2020).

Mike Ion, Director of Education and Kekshan Salaria, Primary Head of School Improvement act as the Designated Safeguarding Leads for the central Trust Team.
A member of the Board of Trustees will also oversee policy of Child Protection & Safeguarding.

They provide strategic support and will delegate to the Principal and Designated Safeguarding Lead in each school to ensure that this policy is followed. Training on these responsibilities is provided by the Avanti School Trust and respective approved Local Children Local Safeguarding Children Board LSCB annually. Online safeguarding training is also implemented during the course of the year to support updates.

Each academy has it's own Designated Safeguarding Lead and at least one Deputy Designated Safeguarding Lead. They will hold network meetings each term. Minutes will be disseminated to the Director of Education and Primary Head of School Improvement.
Safeguarding information is provided to support our academies, via Trust briefings and meetings.

Definitions

Within this document:

'Safeguarding' is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.

The term **Staff** applies to all those working for or on behalf of the academy, full time or part time, in either a paid or voluntary capacity. This also includes parents and local governing committee members.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our academy; however the policy will extend to visiting children and students from other establishments

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.

Principles and Values

- i. The welfare of the child is paramount
- ii. All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- iii. We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- iv. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- v. Pupil and staff involved in child protection issues will receive appropriate support and supervision.

Aims:

- i. To demonstrate the school's commitment with regard to safeguarding and child protection to pupil, parents and other partners.
- ii. To support the child's development in ways that will foster security, confidence and independence.
- iii. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

- iv. To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- v. To 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 packages for those children.
- vi. To emphasise the need for good levels of communication between all members of staff.
- vii. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- viii. To develop and promote effective working relationships with other agencies, especially the Police and Multi Agency Safeguarding Hub (MASH).
- ix. To ensure that all staff working within our Trust who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance) , and a single central record is kept for audit.

Policies:

Keeping Children Safe in Education (DfE 2020) states

The Child Protection & Safeguarding Policy forms part of a suite of government legislation documents and guidance and refers to locally agreed inter- agency procedures put in place by the Local Safeguarding Children Board (LSCB). It is updated annually and is available publicly on either via the school website or by other means.

The Policy is updated annually by the Lead DSLs for the schools in the Avanti School Trust. It is published to all staff, volunteers and schools who will make it available on their website alongside their individual school Child Protection & Safeguarding Policy .

DSLs will ensure that an annual safeguarding Audit process is effectively carried out and report any inadequacies to the Education Director and the Primary Head of School Improvement.

Local Safeguarding Children Board LSCB within the Avanti Schools Trust are:

Croydon Safeguarding Children Partnership (CSCP) Krishna Avanti Croydon
 Devon Children and Families Partnership Avanti Hall
 Harrow Council Local Safeguarding Children Board Avanti House Primary, Avanti House Secondary, Krishna Avanti Primary Harrow
 Hertfordshire Safeguarding Children Partnership Avanti Meadows School, Bishops Stortford
 Redbridge Safeguarding Children Partnership (RSCP) Avanti Court Primary
 Leicestershire & Rutland Safeguarding Children Partnership Krishna Avanti Primary Leicester, Avanti Fields Secondary
 Somerset Safeguarding Children Partnership Avanti Park
 Keeping Bristol Safe Partnership Avanti Gardens School

Safeguarding legislation and guidance

The following safeguarding legislation and other guidance has been considered in order to safeguard and promote the welfare of children:

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- The Sexual Offences Act 2003
- Working Together to Safeguard Children July 2018
- Keeping Children Safe in Education Sept 2020
- HM Gov Information Sharing 2015
- What to do if you're worried a child is being abused: advice for practitioners 2015
- Use of Reasonable Force: Advice for Principals, staff and governing bodies, July 2013
- SEND Code of Practice (2015)
- Equality Act (2010)

Other sources of advice and support:

NSPCC Child Protection Line: 0808 8005000

Childline: 0800 1111

The Child Protection and Safeguarding Policy should be, in particular read in conjunction with the following **Avanti School Trust** and individual school policies:

Each school within the Trust will insert and/ or cite the following policies, procedures or guidance documents, addressing the following topics that support protection and wider safeguarding:

Working Together to Safeguard 2018 requires all schools to follow the procedures for protecting children from abuse. We believe in supporting all aspects of children and young people's development and learning, and creating the support needed so that they can learn to keep themselves safe.

We recognise that safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

Accessibility Plan

Accountabilities Framework & Scheme of Delegation

Administration of medicines and First Aid

Allegations against staff,

Anti-bullying & Cyber Bullying

Attendance, Children Missing Education

Behaviour & Anti Bullying Policy

Child Sexual Exploitation

Children Looked After Policy

Complaints Policy

Curriculum
Data Protection/GDPR Guidance
Drug Education
Duties under Counter Terrorism and Security Act 2015, The PREVENT Duty
Education of Looked After Children
Educational and Off-site visits
E-Safety, including staff use of mobile phones
Equality Policy
Health & Safety
Coping with emergency / response plan
Intimate Care
Physical Intervention & Reasonable Force
PSHE
Radicalisation and Extremism
Safer Recruitment
Supporting Pupils with Medical Needs
Risk Assessment
SEND
School Site Security
Sex and Relationships Education
Code of Conduct
Teaching and Learning
Unacceptable Behaviour
Visitor Management
Whistleblowing

N.B This list is not exhaustive

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say.

We recognise that staff across our Trust and schools play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of “ it could happen here” where safeguarding is concerned. When concerned about welfare of a child, staff members must always act in the best interests of the child.

Procedures

Supporting Children

- i. We recognise that a child who is abused or witnesses’ violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- ii. We 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.
- iii. We accept 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.
- iv. Our school will support all children by:
 - a. Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - b. Promoting a caring, safe and positive environment within the school.
 - c. Responding sympathetically to any requests for time out to deal with distress and anxiety.

- d. Offering details of helplines, counselling or other avenues of external support.
- e. Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- f. Notifying Multi Agency Safeguarding Hub (MASH) as soon as there is a significant concern.
- g. Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- v. Children are taught to understand and manage risk through our personal, social, health and economic (PHSE) education and Relationship and Sex Education and through all aspects of school life. This includes online safety;

Prevention / Protection

- i. We recognise that the school plays 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.
- ii. The school community will therefore:
 - a. Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
 - b. 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/playtimes
 - c. Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - d. 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, online-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to main school and more personal safety/independent travel.
 - e. 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.

Safe School, Safe Staff

A. We will ensure that;

- i. All staff and volunteers read KCSiE Part 1 annually and sign to say they read and understood it.
- ii. All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct)², child protection policy, behaviour policy, the safeguarding response to children who go missing from education, the role and names of the Designated Safeguarding Lead and their deputy(ies), and sign to say they have read and will abide by it.
- iii. All staff receive safeguarding and child protection training, including online safety, at induction in line with advice from Devon Safeguarding Children's Board which is regularly

- updated (for example, via email, e-bulletins and staff meetings), as required, but at least annually;
- iv. All members of staff are trained in and receive regular updates in online safety and reporting concerns;
 - v. All staff and Trustees have regular Level 2 child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
 - vi. The child protection policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the school's handbook.
 - vii. The school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and multi-agency working and plans;
 - viii. Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time, for example, by having evidence of DBS checks having been undertaken;
 - ix. Community users organising activities for children are aware of the school's Child Protection Policy, guidelines and procedures;
 - x. The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised around the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

Every individual within our schools will play their part, including working with professionals from other agencies, to meet the needs of all our children, including the most vulnerable, and keep them safe.

All staff will work to ensure that:

- Children and young people feel listened to, valued and respected – our approach is child centred;
- They are aware of the indicators of abuse and know how to share concerns appropriately;
- They work within an assessment framework which considers the child's academic and developmental needs, the capacity of the family and other environmental factors.
- All paid and unpaid staff are subject to rigorous recruitment and/or vetting procedures and receive appropriate support, training and guidance.
- The School is fully committed to providing the highest standards of pupil welfare and takes proactive steps to actively promote and safeguard all its children. This policy exists to establish the safest possible learning and working environments for all.

Our Avanti Schools Trust actively promotes:

- Personalised approaches towards learning;
- Proactive whole school approaches towards the safeguarding of our pupils;
- Reflective practice, in an open, fair and honest environment.

Educational staff have a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.

The schools are committed to referring those concerns, via the Designated Safeguarding Lead (DSL), to the appropriate organisation, normally the local authority Children's Social Care, contributing to the assessment of a child's needs and, where appropriate, to on-going action to meet those needs.

In order to ensure children are adequately protected, we will ensure that:

- We track all children's progress on a fortnightly basis via the school's Child In Need /pastoral care meetings;
- All staff are aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs.
- We have a designated child protection officer (DSL) and a deputy DSL who attend training at least once every two years; names and details can be found in appendix 2
- All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be updated annually and will be in line with advice from our local safeguarding children board Reworded
- Staff also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually they will be updated on local arrangements for referral, reporting and dealing with disclosures
- Volunteers and students receive appropriate training, if applicable
- The school's Behaviour for Learning Policy is aimed at supporting all students in the school.
- All staff have read and understand the Child Protection & Safeguarding Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children, including their right to
- All children, young people and their families are familiar with the Child Protection & Safeguarding Policy
- establish a safe learning environment in which all learners can learn and develop;
- provide learners with information so that they are aware of how to keep themselves safe;
- ensure learners know who they can approach if they are concerned;
- ensure that all safe guarding systems are child-centred;
- maintain clear procedures to identify and refer suspected cases of abuse, ensuring all staff are aware of and follow this policy;
- link with appropriate agencies to safeguard and promote student achievement following Safeguarding Joint Working Protocols as defined within this policy;
- adopt appropriate recruitment and human resource procedures, including arrangements for checks on staff, agency staff, volunteers and learners working with young people.
- Inform the Local Authority Designated Officer (LADO) of concerns pertaining to staff members' suitability to work with children and young people and of safeguarding allegations;
- Inform the DBS and other relevant professional bodies (including employment and supply agencies), to help them decide whether an allegation of teacher misconduct is sufficiently serious to be referred to the Teaching Regulation Agency (TRA) of anyone who has harmed or poses a risk of harm to a child

- provide up-to-date safeguarding related training for all staff working with children;
- collect information about available services in order to provide appropriate support for all learners;
- liaise with employers to ensure relevant learners on placements or training have appropriate safeguards in place.

Abuse of trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18 where that person is in a position of trust even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence even if that child is over the age of consent.

B. The Principal will ensure that:

- i. the Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff;
- ii. sufficient time, training, support, resources, including cover arrangements where necessary, are allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of pupil and attendance at strategy discussions and other necessary meetings;
- iii. where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
- iv. systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- v. all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- vi. that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- vii. they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
- viii. anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- ix. All risk assessments are fit for purpose and are implemented effectively by signing them off

C The Designated Safeguarding Lead:

- i. holds ultimate responsibility for safeguarding and child protection in the school;
- ii. acts as a source of support and expertise in carrying out safeguarding duties for the whole school community;
- iii. Encourages a culture of listening to children and taking account of their wishes and feelings;
- iv. is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
- v. Will refer a child if there are concerns about possible abuse, to the MASH, and act as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)

- vi. Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral;
- vii. Will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25th birthday;
- viii. Will ensure that an indication of the existence of the additional file in 6.3.7 above is marked on the pupil records;
- ix. Will ensure that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil and ensuring secure transit) and that confirmation of receipt is obtained;
- x. in addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the DSL of the new school in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. All transfers should be made securely.
- xi. Will ensure that a copy of the CP file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be shredded;
- xii. will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children;
- xiii. Has a working knowledge of safeguarding procedures;
- xiv. Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
- xv. Will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's MASH Team;
- xvi. Will ensure that all staff sign to say they have read, understood and agree to work within the School's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education Part 1 and annex A and ensure that the policies are used appropriately;
- xvii. Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences;
- xviii. Will contribute to and provide, with the Principal and Governance Board or SSC Mandatory checklist of termly audits
- xix. Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;
- xx. Will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- xxi. Have oversight of any Safeguarding Audit and resultant Action Plan
- xxii. Will ensure that risk assessments, in collaboration with the SENDCO, are implemented for children with special educational needs and/or disabilities.

D. The Deputy Designated Safeguarding Lead(s)

Is/are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupil. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

E. The SENDCo

The SENCO will be responsible for coordinating the risk assessments for children with certain special educational needs which may need special attention, including children with:

- a. medical needs
- b. physical disabilities
- c. sensory impairment
- d. social, emotional and mental health needs
- e. autism spectrum conditions
- f. other conditions associated with regulating behaviour, such as ADHD

F. Health and Safety Representative

- i. Will assess the safety of the school grounds on a daily basis
- ii. Ensure that paths, driveways and roads are gritted in icy conditions
- iii. Complete risk assessments for areas of the school grounds which are identified as posing a risk (e.g. climbing frame)
- iv. Ensure fire extinguishing equipment is tested in line with statutory regulations
- v. Ensure all electrical items are regularly PAT tested
- vi. Carry out regular fire-alarms testing
- vii. Carry out lockdown procedures regularly
- viii. Ensure there are enough Fire Safety Officers for each area of the school
- ix. Keep records up-to-date of all testing

G. All School Staff

- i. Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
- ii. Consider, at all times, what is in the best interests of the child;
- iii. know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015);
- iv. Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or MASH;
- v. Are aware of the Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases.
- vi. Will provide a safe environment in which children can learn or alert the DSL where a concern is identified relating to safety

Confidentiality, Information Sharing, Monitoring and GDPR

Avanti Schools Trust recognises that all matters relating to child protection are confidential. The Principal/Head of School or DSL will only disclose information about a pupil to other members of staff on a 'need to know basis'. All members of staff must be aware that whilst they have duties to keep any information about children, families and staff confidential, they also have a professional responsibility to share information if it is necessary and appropriate with other agencies in order to safeguard children.

The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. All staff are directed for further information to the July 2018 Government guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, which includes “seven golden rules for sharing information”. 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 MASH 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 LADO.

Further advice on responding to disclosures can be found by reading individual school policies. Everyone in this school who deals with personal data shares the responsibility for data protection.

Avanti Schools Trust ensure that policies, training and practice give staff the confidence to know when, how and to whom they can share sensitive information when dealing with a safeguarding concern.

The annual safeguarding training also covers how to record that information in a neutral and professional manner, focusing on what is necessary for the safeguarding purpose.

Data protection law is not a barrier, but it is a system of checks and balances to be borne in mind when recording, sharing, and retaining vital but sensitive data.

- Schools must appoint a Data Protection Lead to be responsible for guiding the school on data protection matters.
- Senior leaders who manage the ‘data ecosystem’ should be aware of the content of GDPR in order to oversee how the school is complying with data protection legislation.
- Staff who influence how data is used, processed and secured should be involved in creating high-level data maps and be aware of lawful reasons for processing data and minimising risks.
- All staff should be aware of what personal data is, how it can be used, and any risks involved.

We will always undertake to share our intention to refer a child to MASH 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

At School Level – the Procedure:

- Concerns about welfare can be logged by any member of staff using CPOMS (Child Protection Online Monitoring) or MyConcern software electronically. It can also be reported to the DSL who will guide you to record it. Staff should not retain any records of incidents, but pass on concerns. If information is sensitive then the DSL is informed directly. to address any concerns raised, including patterns in attendance, ongoing casework and concerns raised by staff. Staff are encouraged to monitor the progress of their concerns with the team involved and will bring any concerns to the Principal if needed.
- Staff awareness regarding key issues is discussed at staff level, if appropriate, but key details may be withheld and only information that is pertinent to staff dealing with the child/ren on a day to day basis is shared.
- Only members of the DSL and Deputy DSL are able to view actions and key documents due the sensitive nature of some information. However, relevant information and actions are reported to staff, where relevant.
- Behavioural concerns will be logged in CPOMS or MyConcern and may also be logged on an individual SEN log, in a behaviour log if there is a regular pattern.

- Serious incidents are dealt with by the Principal or Vice Principal in accordance with the school's behaviour policy. This will remain on the child's record. Parents/Carers are always informed.
- Where safeguarding issues have been identified and confirmed, a file is set up, labelled with the child's initials and kept in a locked cupboard or filing cabinet. These are only accessible by DSP, Deputy DSL or Principal. Electronic files are password protected.
- All staff access and use CPOMS MyConcern to inform the safeguarding team but past paper records have been maintained in accordance with legislation.
- Past concerns for children, and what happened in response to the concerns, can be very important information for staff members who may have concerns for the child at a later time.

Record Retention – Child Protection records must be retained by all educational establishments until the child's 25th Birthday, unless the records are transferred to a new establishment when the child transfers to a new provision.

- At the point pupil/student transferring to another educational establishment, all formal records should be sent within 15 working days
- The originating school should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded. At St Philip's School, we:
 - Record all Anti Bullying incidents in CPOMS, MyConcern and discuss the incident with parents.
 - Staff use CPOMS. MyConcern to record and inform the DSL, following this up with a further conversation to ensure the issue has been dealt with by relevant staff.
 - Any documentation/notes taken are scanned and attached to the incident in CPOMS, MyConcern plus any follow-up actions.
 - Any hard copies of the documents are stored in a locked cabinet in the office.
 - Should concerns be raised regarding child protection, then staff MUST discuss this with the DSL or Deputy DSL to review actions and next steps. The process for dealing with a child protection incident is then followed.
 - Case studies may be undertaken in line with good practice.

Recognising Abuse

In the Children's Acts 1989 and 2004, a child is anyone who has not yet reached their 18th Birthday.

Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children' (2015 update) as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of the children and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Physical Abuse

Physical abuse can involve hitting, shaking, throwing, poisoning, burning, scalding, drowning and suffocating. It can also result when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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 children that they are worthless or unloved, in adequate, 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when
- a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home;
- It may involve serious bullying (including via electronic media), causing children frequently to feel frightened or in danger.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone (For more information, please refer to Anti Bullying and Cyber Bullying Policy and E-Safety Guidance).

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 a sexually inappropriate way, 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 the child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (excluding exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caregivers),; or
- Ensure access to appropriate medical care or treatment; It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs

Other Specific Safeguarding Issues

There are a range of potential safeguarding issues that professionals also need to be vigilant of. Further detail in these areas is provided by either supplementary procedures produced through the information contained within documents listed at the beginning of this policy, in particular, <https://www.gov.uk/government/publications/keeping-children-safe-in-education> KCSIE Annex A or NSPCC Website or GOV.UK Website

These include:

<p>Bullying including Cyberbullying Child Sexual Exploitation Children Missing from Home or Care Children Missing Education County Lines Criminal exploitation of children and vulnerable adults: county lines Domestic abuse Drugs Fabricated or induced illness Faith based abuse Female genital mutilation (FGM) Forced Marriage Gangs and youth violence Gender based violence/violence against women and girls</p>	<p>Honour based violence Hate Information and communication technology (ICT) – based forms of abuse Looked after children Missing children and adults Mental Health Not attending school Parental lack of control Parental mental illness Parents with learning disabilities Parents who misuse substances Peer on peer abuse Pregnancy Private fostering</p>	<p>Radicalisation and Extremism Relationship abuse Self-harming and suicidal behaviour Sexually active children Sexually exploited children Sexting Sexual violence and sexual harassment between children in schools and colleges Trafficking and exploited children-modern slavery Young carers Spirit possession or witchcraft.</p>
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Radicalisation and Extremism

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. The internet and use of social media have become major potential risks in the radicalisation of young people. Our school’s E-safety policy and curriculum embeds understanding of these particular risks using departmental guidance from Use of Social Media for Online Radicalisation (2015) to support this.

The Counter-Terrorism and Security Act 2015 places a duty on schools (and other specified authorities) to have due regard to the need to prevent people from being drawn into terrorism. Radicalisation is usually a process not an event – It is possible to intervene to prevent vulnerable people being drawn into terrorism. Vulnerable individuals identified as being at risk of

radicalisation are referred to the Channel Programme. This is a multi-agency panel that provides support to the individual through specialised intervention providers. Whilst the risk of radicalisation is remote it is still a possibility to consider when assessing behavioural changes. If any staff member has any concerns about any child/family at risk of radicalisation or if that member sees a change in behaviour/dress which is not normal, they will complete a cause of concern form and pass this to the DSL who will then submit a referral to the Prevent Institutions Officer and/or the Local Authority Social Care Team.

All staff members will have PREVENT training. Paragraphs 57-76 of the Revised Prevent Duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). There is separate guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and SSC members can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321

Channel Programme

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Guidance is available at: Channel guidance. E learning channel awareness programme for staff is available at: Channel General Awareness. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Advice regarding PREVENT or referrals to the Channel programme can be obtained from the Prevent team on 02089012690

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online.

Further Information on child sexual exploitation:

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

Sexting

Sexting involves sending sexually explicit images or videos between electronic devices such as smartphones, tablets or computers. This can include:

- sending and receiving naked or semi-naked pictures of yourself or others
- sexualised text messages or videos.

It is illegal to take, possess or share 'indecent images' of anyone under 18, even if the child her/himself is the person in the picture. While police will always seek to avoid criminalising children involved in sexting, they need to focus on the well-being of the child/ren in question, which can result in serious actions being taken.

Children participate in sexting for different reasons. For some it may be a voluntary action, but it can also be due to coercive behaviour on the part of friends, peers or a boyfriend/girlfriend. Some of the main reasons may be as follows:

- Copying others who may be involved in similar activity
- Pressure from a boy or girl friend
- Coercion and/or bullying by others
- Seeking acceptance by friends and others by engaging in such activity
- Exploring or experimenting their own sexuality
- To show their feelings for another person

Talking openly about these behaviours is important so children understand the difference between voluntary or coercive sexting as well as the serious personal and legal consequences of engaging in both. The children should know where they can help for themselves and persons they know who might be in a similar situation. They should know and understand that sharing naked images/photos of themselves and/or others is unacceptable to the school not just because it is illegal but because of the risk this carries. They should also know that sharing naked images of someone else is a form of child abuse. Agree on someone they should talk to if they have any worries (this may not be their teacher, but should be a trusted adult like their parent, older sibling, or another member of staff).

If an illegal picture has been shared online, the website has a duty to remove the photo(s), but the school can contact:

- Childline works with the Internet Watch Foundation who can help you get the photos taken down.
- ThinkUKnow has advice for parents on protecting children online.
- NSPCC has helpful listing for help available to schools and parents.
- Make a confidential report to CEOP (Child Exploitation and Online Protection) if you're worried about a child being the victim of a sexual crime online.
- <https://www.nspcc.org.uk>
- Parents can be supported by giving them the contact details for Children 1st helpline on 08000 28 22 33

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, race/ ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual), pregnancy/ maternity.

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. It is vital that staff at Concord College understand that the child who is perpetrating the abuse may also be at risk of harm. Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse as a whole. Staff must be able to use their professional judgement in identifying when what may be perceived as “normal developmental childhood behaviour” becomes abusive, dangerous and harmful to others. Designated leads may need to consult with the SSCB Threshold document to help with their decision making.

Honour Based Violence (HBV)

So called ‘honour-based’ violence encompasses crimes which have been committed to protect or defend honour of the family and/or the community, including Female Genital Mutilation, forced marriage and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals and all staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

One Chance Rule

All staff are aware of the ‘One Chance’ Rule’ in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance’ to speak to a pupil who is a potential victim and have just one chance to save a life. The Avanti Schools Trust are aware that if the victim is not offered support following disclosure that the ‘One Chance’ opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. A lack of consent can be where a person does not consent or where they cannot consent e.g. if they have learning disabilities. There can also be links to Honour Based Violence.

We recognise that it has an important role in safeguarding children from forced marriage by educating pupils about the law and their rights and in identifying signs of risk. Staff will receive training around forced marriage and the presenting symptoms. The Forced Marriage Unit has published multi-agency statutory guidance with pages 32-36 focusing on the role of schools and colleges. The Unit can be contacted for advice or information on 020 7008 0151 or email: fm@fco.gov.uk

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see FGM section).

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for nonmedical reasons. It's also known as female circumcision. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health. There is a mandatory requirement on healthcare professionals, social workers and teachers to report cases of FGM in girls under 18 years of age. Information on when and how to make a report can be found at -Mandatory reporting of female genital mutilation procedural information. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet. All staff at will receive updated information and this will be included in the annual safeguarding training.

Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, teachers will face disciplinary sanctions for failing to meet it. (KCSIE 2020)

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is at risk of FGM must speak to the DSL who will follow our local safeguarding procedures.

Faith Based Abuse

Child abuse is condemned by people of all cultures, communities and faiths, and is never acceptable under any circumstances. The Government set up a National Working Group that reported in 2015 and recognised the work being done by communities to tackle child abuse that arises from certain beliefs which are not related to a specific faith, culture, nationality or ethnic community. The national plans concluded that the kinds of abuse arising from specific beliefs can include 'witchcraft, spirit possession, demons or the devil, the evil eye or djinns,

dakini, kindoki, ritual or multi murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which may lead to such abuse are not confined to one faith, nationality or ethnic community.

The number of cases of child abuse linked to such beliefs is small but when it occurs it causes significant harm. Everyone working or in contact with children has a responsibility to recognise when such abuse takes place. Schools should develop their knowledge and understanding on how to act on evidence, concerns and signs that a child may be in distress or may be suffering, or is likely to suffer, significant harm. If such abuse or neglect is suspected, standard child safeguarding procedures apply in all cases.

Sometimes schools may find that abuse linked to a faith or belief reflects a wider context of a child being treated as a scapegoat for unwelcome circumstances within a family such as mental health problems, violence or economic deprivation.

Please refer to the National Action Plan or further guidance on actions a school can take to prevent such abuse and support children at risk:

<http://www.education.gov.uk//childrenandyoungpeople/safeguardingchildren/a00212811/safeguarding-children-from-abuse-linked-to-faith-or-belief>

Peer on Peer Abuse

Staff should recognise that children are capable of abusing their peers and understand the gendered nature of peer on peer abuse (that it is more likely that girls will be victims and boys perpetrators) but that all peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can manifest itself in many ways for example, sexual violence and sexual harassment, gender issues –girls being touched inappropriately or boys being subject to initiation/hazing type violence, bullying and cyber bullying. Safeguarding issues raised in this way may include physical abuse such as hitting, kicking, shaking, biting or otherwise causing physical harm, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student.

We are aware that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Any such concerns are reported to the DSL Lead who will action these concerns immediately

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent

- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Private Fostering

We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the local authority. At this school we will confirm the status of every pupil's care arrangements on admission (or when a pupil's care arrangements change) and notify the local authority of any known or suspected Private Fostering arrangement. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face. [Click here for information on what constitutes private fostering and here for details of The Children's Act 1989: private fostering.](#)

Bullying and Cyber Bulling

Our school's policy on the prevention and management of bullying is set out in a separate document and is reviewed annually by the Trust. This policy includes reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. See further statutory guidance on bullying.

Children with Disabilities or Special Education Needs

Our school is committed to ensuring that children with disabilities or special educational needs have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the same outcomes as non-disabled children. We recognise that disabled children do however require additional action because they can experience greater vulnerability as a result of negative attitudes and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairments. In particular, we are aware that these additional barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

This understanding is incorporated into our staff training, so that we all remain vigilant to identifying the additional vulnerabilities for these children in our care.

Trafficking

Our school will remain alert for children trafficked into the country who may be registered at our school for a term or longer, before being moved to another part of the UK or abroad. We will bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, Traveller or migrant families – who collectively go missing from school. For further statutory guidance refer to Safeguarding Children who may have been trafficked practice guidance.

Domestic Abuse

Our school recognises the immediate and long-term impact of domestic abuse on a child's development and emotional wellbeing. All staff will remain vigilant to identifying the signs so that early help and protective action can be instigated where appropriate. We endeavour to provide the child with a safe and caring environment at school to help mitigate the impact of home-life stresses.

All notifications of domestic abuse will be managed in accordance with statutory guidance on domestic violence and abuse reporting.

Online Safety

Our school policy is set out in a separate document. We ensure that online safety is included in the curriculum at all levels and that information is also provided to parents/carers. All staff are made aware of the school policy on online safety which sets our expectations relating to:

- Creating a safer online environment;
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line;
- Inspiring safe and responsible use and behaviour;
- Safe use of mobile phones both within school and on school trips/outings;
- Safe use of camera equipment, including camera phones;
- What steps to take if you have concerns and where to go for help

For further guidance, staff will refer to the Acceptable Use, Bring your Device to Work and Online-Safety Policies.

Children Missing Education or Missing from Home and Care

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or car
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority** if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage. If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

** The Education (Pupil Registration) Regulations 2006 sets out the circumstances in which a school/academy can remove a child from roll. If a pupil leaves the provision without forwarding details being provided the home Local Authority will be notified and police and social care may be alerted. Where a pupil is missing for 5 days without justifiable cause and whereabouts is unknown a referral will be made to the home local authority where the pupil resides. The School has adopted guidelines as outlined in Annex A of Keeping Children Safe in education (2020) and Children Missing Education (2016)

Looked After and Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Principal's will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children (and previously looked after children) safe in their schools. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Each school will ensure an appropriately trained designated teacher leads on the education and care of children looked after. The school will secure information about each child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. See statutory guidance with

respect to the roles and responsibilities of the designated teacher. The designated teacher for looked after and previously looked after pupils 2018.

Gangs and Youth Violence

Schools are increasingly recognised as places where early warning signs can be spotted that younger children may be at risk of getting involved in gangs or youth violence. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched. We recognise that even low levels of youth violence can have a disproportionate impact on a pupil or the wider school/community environment. We will therefore, support children in developing safeguarding skills to prevent involvement in risky behaviours, and where serious concerns arise we will work collaboratively with our partner agencies to help prevent escalation of harm. For further information refer to statutory guidance on advise to schools on gangs and youth violence.

County Lines

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money.

Following the publication of County Lines guidance last year, the Home Office is now working with partners to raise awareness of county lines. A range of materials have been developed to help statutory and non-statutory staff identify victims and report concerns to protect those exploited through this criminal activity.

It is known that County Lines operate within Bristol.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources. One of the key factors found in most cases of county lines exploitation is the presence of some form of exchange (for example, carrying drugs in return for something).

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection).

It is important to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a young person or vulnerable adult does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a young person who engages in county lines activity to stop someone carrying out a threat to harm his/her family.

The national picture on county lines continues to develop but there are recorded cases of:

- children as young as 12 years old being exploited or moved by gangs to courier drugs out of their local area; 15-16 years is the most common age range
- both males and females being exploited
- white British children being targeted because gangs perceive they are more likely to evade police detection but a person of any ethnicity or nationality may be exploited
- the use of social media to make initial contact with children and young people
- class A drug users being targeted so that gangs can take over their homes (known as 'cuckooing')

We do know that county lines exploitation is widespread, with gangs from big cities including London, Manchester and Liverpool operating throughout England, Wales and Scotland. Gangs are known to target vulnerable children and adults; some of the factors that heighten a person's vulnerability include:

- having prior experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- social isolation or social difficulties
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other people involved in gangs
- having a physical or learning disability
- having mental health or substance misuse issues
- being in care (particularly those in residential care and those with interrupted care histories)
- being excluded from mainstream education, in particular attending a Pupil Referral Unit

A young person who is involved in county lines activity might show some of these signs:

- persistently going missing from school or home, or being found out-of-area
- unexplained acquisition of money, clothes or mobile phones
- excessive receipt of texts or phone calls
- relationships with controlling, older individuals or gang association
- parental concerns, and leaving home or care without explanation
- suspicion of self-harm, physical assault or unexplained injuries
- significant decline in school performance and changes in emotional well-being

Procedures when notification is received that a pupil has medical condition

The Children and Families Act 2014 includes a duty for schools to support children with medical conditions.

Where children have a disability, the requirements of the Equality Act 2010 will also apply.

Where children have an identified special need, the SEN Code of Practice will also apply.

All children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well.

We recognise that medical conditions may impact social and emotional development as well as having educational implications.

Schools within the Avanti School Trust will build relationships with healthcare professionals and other agencies and in order to support effectively pupils with medical condition

Roles and Responsibilities

The Named Person(s) responsible for children with medical conditions is made aware to all in each individual school.

The person is responsible for:

Informing relevant staff of medical conditions

Arranging training for identified staff

Ensuring that staff are aware of the need to communicate necessary information about medical conditions to supply staff and where appropriate, taking the lead in communicating this information

Assisting with risk assessment for school visits and other activities outside of the normal timetable

Developing, monitoring and reviewing Individual Healthcare Plans

Working together with parents, pupils, healthcare professionals and other agencies

The Governance Board or SSC is responsible for:

Determining the school's general policy and ensuring that arrangements are in place to support children with medical conditions.

The Principal is responsible for:

Overseeing the management and provision of support for children with medical conditions

Ensuring that sufficient trained numbers of staff are available to implement the policy and deliver individual healthcare plans, including to cover absence and staff turnover

Ensuring that school staff are appropriately insured and are aware that they are insured. First aid is available at all times on site and at offsite trips.

Teachers and Support Staff are responsible for:

The day to day management of the medical conditions of children they work with, in line with training received and as set out in Individual Health Care Personalised Plans

Working with the named person, ensure that risk assessments are carried out for school visits and other activities outside of the normal timetable

Providing information about medical conditions to supply staff who will be covering their role where the need for supply staff is known in advance NB. Any teacher or support staff member may be asked to provide support to a child with a medical condition, including administering medicines. However, no member of staff can be required to provide this support.

The school nurse linked to the multi - agency support Hub MASH is responsible for:

Notifying the school when a child has been identified as having a medical condition which will require specific support in school. Wherever possible this should be done before the child starts at our school.

Providing support for staff on implementing a child's individual healthcare plan and providing advice and liaison including with regard to training Procedure when notification is received that a pupil has a medical condition

The named person will liaise with relevant individuals, including as appropriate parents, the individual pupil, health professionals and other agencies to decide on the support to be provided to the child

Where appropriate, an Individual Healthcare Plans IHCP will be drawn up.

Individual Healthcare Plans (IHCPs)

An IHCP will be written for pupils with a medical condition that is long term and complex.

It will clarify what needs to be done, when and by whom and include information about the child's condition, special requirements, medicines required, what constitutes an emergency and action to take in the case of an emergency clarity

Where a child has SEN but does not have a statement or EHC plan, their special educational needs will be mentioned in their IHCP

IHCPs will be reviewed annually, or earlier if evidence is provided that a child's needs have changed Administering Medicines

Written consent from parents must be received before administering any medicine to a child at school.

The Principal is responsible for ensuring that there is adequate provision of first aid provision:

Key staff have received first aid training

First aid boxes are in school office and playgrounds, and at least one per floor

All staff know the named first aid supervisors and where their nearest first aid box is kept.

First aiders are responsible for ensuring that:

First aid boxes are adequately restocked with supplies relevant to likely use

An ambulance or other professional medical help is summoned when appropriate

Gloves are always used when treating open wounds and all materials are properly disposed of

A child who vomits or has diarrhoea in school is sent home immediately. Children with these conditions should not be accepted back to school until 24 hours after the last symptom has disappeared

When a pupil suffers a knock to the head, any bruising or swelling is treated with an ice pack and their parents are informed.

Action in emergencies

A copy of this information will be displayed in the school office

Request an ambulance – dial 999 and be ready with the information below. Speak slowly and clearly and be ready to repeat information if asked

1. The school's telephone number
2. Your name
3. Your location
4. Provide the exact location of the patient within the school
5. Provide the name of the child and a brief description of their symptoms
6. Inform ambulance control of the best entrance to use and state that the crew will be met and taken to the patient

Ask office staff to contact premises to open relevant gates for entry

Contact the parents to inform them of the situation and print out the child's contact details for the ambulance personnel

A member of staff should stay with the pupil until the parent/carer arrives.

If a parent/carer does not arrive before the pupil is transported to hospital, a member of staff should accompany the child in the ambulance

Activities beyond the usual curriculum

Reasonable adjustments will be made to enable pupils with medical needs to participate fully and safely in day trips, residential visits, sporting activities and other activities beyond the usual curriculum

When carrying out risk assessments, parents/carers, pupils and healthcare professionals will be consulted where appropriate

Refer to individual school Policies :

Health & Safety Policy

Administration of medicines and First Aid

Educational and Off-site visits

Coping with emergency / response plan

Intimate Care

Use of Reasonable Force/Physical Intervention/ Positive Handling
PSHE
Supporting Children and young people with Medical Needs
Risk Assessment
SEND

Children with Mental Health Difficulties

Most calls (up to 1 in 3) made to the Childline counselling services are about emotional health and well-being. All children are different but NSPCC lists some of the common signs of mental health problems in children as follows:

- becoming withdrawn from friends and family
- persistent low mood and unhappiness
- tearfulness and irritability
- worries that stop them from carrying out day to day tasks
- sudden outbursts of anger directed at themselves or others
- loss of interest in activities that they used to enjoy
- problems eating or sleeping

Depression and Anxiety Amongst Children

- Depression is more than someone feeling down sometimes. People with depression feel sad for long stretches at a time – and this can be experienced by young people as well as adults.
- Similarly, everyone can feel anxious and nervous at times but some children and young people can find it harder to control anxiety.
- Young people may find it hard to express their feelings and open up to others. If suffering from depression they may feel like there is no hope and find it difficult to imagine ever being happy again. Children who are anxious may be even more worried about talking to someone about how they feel.

As the lead person, the DSL should liaise with the member of staff the child is particularly close to in order to help the child and their family. All staff should be made aware of self-harm and mental illness. A named member of staff should be identified as the child's contact so that they can go to them if they are feeling low, need to talk or are wanting to harm themselves. All staff should be made aware of the concerns related to a child and keep an eye on them for reassurance and their safety and well-being. The DSL should seek help and professional advice and guidance from the specialist local services to support the child's needs. The school should be able to provide a named member of staff who your child can go to if they're struggling with low mood or wanting to harm themselves. In some situations the named person will work closely with others who might bring greater expertise in helping the child. This might be a counsellor, a mentor or a nurse, for example.

For help children, staff and Parents can be referred to the support, advice and guidance offered by the following links:

<https://www.nspcc.org.uk/>

<https://www.selfharm.co.uk>

<https://youngminds.org.uk>

<https://www.familylives.org.uk>

Assuring Good Practice: Keeping Children Safe

The Avanti Schools Trust procedures for safeguarding children will be in line with procedures 5th edition and “Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2020.

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

We will ensure that:

The Principals and AST understands and fulfils its safeguarding responsibilities. The AST Board Members, the Trust staff and Principals receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities

All employees and SSC members will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity. The chair of the board of trustees will have their DBS check countersigned by the secretary of state. All trustees, proprietors and members of the SSC will have the following checks:

- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material in line with the guidance of Keeping Children Safe in Education (DFE 2020) and in part by the risk assessment required by the Prevent Duty.

We have a designated safeguarding officer (DSL) of the leadership team for child protection who has undertaken Designated Staff training at Level 2 and who undertakes refresher training every two years or sooner if there are significant changes at either local or national levels. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

We have a member of senior team who will act in the DSL’s absence. Deputy DSLs, where applicable, will be trained to the same standard as the DSL and will be fully briefed in the role. Whilst the activities of the DSL can be delegated to appropriately trained deputy DSLs, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility will not be delegated.

Each member of staff will receive external training as arranged by the DSL to develop their understanding of the signs and indicators of abuse or neglect every three years. This will include specific safeguarding issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

All staff will be updated by the designated teacher on a regular basis (termly) to enable them to fulfil their responsibilities in respect of child protection effectively. Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually. All staff will also have training on the

government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Each member of staff, volunteers and members of the SSC will be made aware of how to respond to a pupil who discloses abuse or neglect and the procedure to be followed in appropriately sharing a concern or disclosure of possible abuse or neglect.

Each member of staff, volunteers and members of the SSC will know the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.

Each parent/carer will be made aware of the school's responsibilities regarding child protection procedures through publication of the school's child protection policy, and reference to it in our home school agreement/website.

Our Staff Recruitment and Exit Policy is compliant with local and national requirements and regularly reviewed to reflect statutory requirements i.e. ensuring all checks on staff suitability including Disclosure Barring Service (DBS) checks as recommended by the DfE and in accordance with current legislation and in accordance with "Keeping Children Safe in Education" September 2020, at least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training.

We take these responsibilities very seriously and any member of staff causing concern would be challenged by the Principal or a member of the leadership team who will act in his/her place.

The names and photographs of the designated staff members will be clearly shown in the school and on the school's website with a statement explaining the school's role in referring and monitoring cases of suspected abuse or neglect.

All adults, (including supply teachers and volunteers) new to our school will be made aware of the name and contact details of the DSL and have their role explained as part of their induction into the school. All new staff at the school (including volunteers and supply staff) will receive a copy of this policy, the staff code of conduct and KCSIE Part 1, along with our basic child protection/safer working practices information leaflet prior to taking up post or on the first day of starting work at the school. They will then within the first half term/first week receive in- house training (Level 1) from the DSL.

Any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school. We recognise our legal duty to refer to the DBS and any other relevant professional body details of anyone who has harmed or poses a risk of harm to a child.

Our procedures will be annually reviewed and updated.

Roles and Responsibilities

The designated safeguarding Lead (DSL) takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. Most settings have one DSL although it is good practice for settings to have a Deputy DSL. Usually, the DSL is also the named person who following the Principal's

delegation responds to allegations made against members of staff. The DSL should be a senior member of staff with the authority and seniority to carry out the functions of the role.

Designated Safeguarding Lead (DSL):

- To refer suspected abuse and neglect to the First Response Service;
- Report allegations made against members of staff to the Local Authority Designated Officer or LADO;
- Review and make recommendations to the Principal and Trust on this policy;
- Develop and update related school specific child protection/safeguarding policies, ensuring that staff, children/families/parents and carers are aware of them;
- Provide support and advice to all members of staff within the setting regarding child protection concerns;
- Keep the Principal informed about any issues that arise;
- Ensure that a child protection file is copied for the new educational establishment when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file;
- Ensure that staff receive appropriate child protection and safeguarding training, and maintain training records;
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the LAC's social worker and the name of the virtual school Head Teacher in the authority that looks after the child
- Inform the local authority when they suspect or become aware that a child is subject to a private fostering arrangement
- Co-operate with any requests for information from the local authority, such as child protection training returns and self- evaluative forms for safeguarding and child protection, in compliance with the Section 11, Children Act 2004
- The full roles and responsibilities of the DSL are outlined in the job description

All Staff

- To report suspicions or student disclosure to the DSL or their Deputy, paying due regard to the context of any observations i.e. a relatively minor concern may take on greater significance within the wider context of knowledge of a child or family the DSL may not have.
- To report staff allegations as follows
 - Teacher to the Principal,
 - Non-teaching to Principal or DSL
 - Principal to Chair Education Director
 - Chair of SSC to CEO
- To inform the DSL when they suspect or become aware that a pupil is subject to a private fostering arrangement
- To provide the DSL or their Deputy with relevant information in a detailed written format, as required.
- To comply with the clear boundaries given by the DSL or the Deputy DSL.
- Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 will immediately report this to the police, personally and will also inform the DSL

- Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.
- Any member of staff who suspects a pupil is at risk of FGM must speak to the DSL who will follow our local safeguarding procedures

Principal

- To authorise any action taken by the DSL.
- To lead or delegate to a senior member of staff (usually DSL) any safeguarding issues made against a member of staff other than him/herself and to lead these where they involve the DSL.

AST Board

- The Avanti Schools Trust Board will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the Executive Team. This is always a different person from the DSL.
- HR Director will lead on /'case manage' any allegations against the Principal

Procedures for Allegations Against Adults

Accusations Against a Member of Staff/Volunteer

Where accusations are made against a member of staff/volunteer, the Principal will be notified and the following procedures will be followed. The Principal will:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation has been made;
- Ensure that the LADO is contacted immediately, before any action is taken by the school;
- Make a referral to the Children's Service where the child resides, if appropriate;
- Ensure that the parents/carers of the child are contacted following advice from the LADO;
- Ensure that an appointed senior lead (most often the DSL) attends strategy meetings convened by the Local Authority Designated Officer (LADO) and act upon the decisions made at these meetings.

Suspension (a neutral act) will be considered when:

- There is a risk that for the investigation to proceed, impartially and without impediment a suspension ought to be implemented;
- There is a cause to suspect a child is at risk of significant harm or;
- The allegation warrants investigation by the police or;
- The allegation is so serious that it might be grounds for dismissal. (London Child Protection Procedures)

Accusations Against the Principal

If the accusation is against the Principal, the nominated/chair of the SSC must be notified. The Education Director, working with the HR Manager, will lead all decision-making and follow the above procedures. Any disciplinary investigation will be carried out once the child protection investigation has been completed. For further information, see section 4.1, Chapter 5 of

Record Keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)
- If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.
- Guidance from the Records Management Society is when a child with a child protection record reaches statutory school leaving age, the last school/setting attended should keep the child protection file until the child's 25th birthday. Following this, the file should be shredded; a record should be kept of this having been done including the date, and why.
- The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious. Further guidance is available in our Giving Employment References Policy.

We recognise our legal duty to refer to the DBS and any other relevant professional body (eg. TRA) details of anyone who has harmed or poses a risk of harm to a child.

Child Protection Procedures

Please see Child Protection Procedures Overview 1 - Appendix 3 & Overview 2- Appendix 4, below as an integral part of this section.

- i. **You have a concern about a child/young person's wellbeing, based on:**
 - Something the child/young person/parent/carer has told you (See below- Appendix 6 for guidance on 'Procedure for dealing with disclosures')
 - Something you have noticed about the child's behaviour, health or appearance
 - Something another professional said or did

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child.

It is your decision alone how to respond to concerns, but it is always YOUR responsibility to share concerns, no matter how small.

- ii. **Decide whether you need to find out more by asking the child/young person, or their parent to clarify your concerns, being careful to use OPEN questions:**

....beginning with words like: 'how', 'why', 'where', 'when', 'who'?

- iii. **Let the child/young person/parent know what you plan to do next, if you have heard a disclosure of abuse or you are talking with them about your concerns. Do NOT promise to keep what s/he tells you secret.**

.....for example, 'I am worried about your bruise and I need to tell Mrs X so that she can help us think about how to keep you safe'.

- iv. **Inform the DSL immediately. If the DSL is not available, inform the Deputy DSL . If none of these members of staff are available, speak to the Principal. If they are not available speak to a member of the Senior Leadership Team. If there are no members available then you must make the referral yourself.**

- v. **Make a written record (using the school form- Appendix 5) as soon as possible after the event, noting:**

- Name of child
- Date, time and place
- Who else was present
- What was said/what happened/what you noticed: speech, behaviour, mood, drawings, games or appearance
- If a child or parent spoke, record their words rather than your interpretation
- Analysis of what you observed and why it is a cause for concern.

- vi. **The DSL may take advice from the Early Help Team.**

Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact children's social care. If the DSL is not available or there are immediate concerns, the staff member will refer directly to children's social care

If a member of staff disagrees about the level of concern and feels that a child has not been protected, then any member of staff can make a direct referral to Children's Social Care at <https://www.gov.uk/report-child-abuse-to-local-council>

- vii. **The DSL makes the referral to the First Response Service.**

The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.

N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSL should also be made aware

- viii. **The DSL shares information with other relevant professionals**

Recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of the information shared.

ix. The DSL informs parent/carer that they have made a CP referral

If the parent/carer does not already know, and if there is no reason not to let them know.

- The First Response Service may suggest to delay informing the parent/carer in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting the disclosure).
- In cases of suspected Fabricated or induced illness by proxy, the parent/carer is not informed that this is being considered.

x. The DSL remains in close communication with other professionals around the child/young person and with the family, in order to share any updates about the child/young person.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

If a child protection investigation is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child/young person safe;
- Attend a child protection conference when invited and provide updated information about the child;
- Attend any subsequent child protection review conferences;
- Attend core group meetings and take an active role in the implementation of the protection plan

Safer Working Practices – Staff Guidance

The Avanti Schools Trust has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with children. All staff are made aware of the dangers inherent in:

- working alone with a child
- physical interventions
- giving to and receiving gifts from children and parents

- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

The staff Code of Conduct forms part of our School's compulsory training for all staff and volunteers. Click here for further Guidance for Safer Working Practices 2015. In addition, we have a Safer Working Practices leaflet that is distributed to all staff, volunteers, students.

Duty of Care

All staff have a duty to keep pupils and students safe and to protect them from physical and emotional harm. Any concerns about a student, no matter how trivial they may seem, should be reported to a senior member of staff.

Under the Health & Safety at Work Act 1974, all employees have a duty to take care of themselves and anyone else who may be affected by their actions or failings. All staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils and students from discrimination and avoidable harm.

If members of staff wish to bring external people in to assist with activities, they must first gain permission from the Principal.

Exercise of Professional Judgement

This policy highlights behaviour that is illegal, inappropriate or inadvisable. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

The School ensures that concerns pertaining to any of the above will be addressed according to the related Local Authority Safeguarding procedure.

Power and positions of trust

All school staff are in positions of trust in relation to the pupils and students in our care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Staff have a responsibility to ensure that their position is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour, which might be misinterpreted by others, and report and record any incident with this potential.

All media or legal enquiries should be passed to the Principal, who will seek advice from the Trust.

Propriety and behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of our pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and students and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting.

Dress and appearance

A person's dress and appearance are matters of personal choice and self-expression. Staff should consider their professional role and ensure they are dressed decently, safely and appropriately for the tasks they undertake.

Gifts

Staff need to take care not to accept any gift that might be construed as a bribe or lead the giver to expect preferential treatment. It is acceptable for pupils or parents/carers to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you but it is unacceptable to receive gifts regularly or of significant value. Similarly, it is inadvisable to give such personal gifts to pupils and students. This could be misinterpreted as a gesture either to bribe, or single out the student. It might be perceived that a 'favour' of some kind is expected in return.

Any reward given to a pupil must be consistent with the school behaviour policy.

Infatuations

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop an infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff, who becomes aware that a student may be infatuated with himself/herself or a colleague, should discuss this with a member of the Senior Leadership Team at the earliest opportunity, so that appropriate action can be taken.

Social Contact

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Where a pupil seeks to establish social contact, or this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued.

Staff should not give their personal details such as home/mobile phone number; home or email address to pupils unless the need to do so and it is agreed with a member of the Senior Leadership Team.

Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. It is not possible to specify the circumstances where physical contact is appropriate and therefore staff should use their professional judgement at all times.

Physical contact, which occurs regularly with an individual student is likely to raise questions unless the justification for this is part of a formally agreed care plan (for example in relation to pupils with SEN or physical disabilities). Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to him/her for the minimum time necessary.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each pupil. Pupils with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the pupils needs, consistently applied and open to scrutiny.

Extra caution may be required where it is known that a pupil has suffered previous abuse or neglect. The student may associate physical contact with such experiences and this could lead to staff being vulnerable to allegations of abuse. It is recognised that many such children are extremely needy and can seek out inappropriate physical contact. In such circumstances staff should deter the pupil sensitively by helping them to understand the importance of personal boundaries. For further information, staff should refer to the Reasonable Force and Physical Intervention Policy.

Physical Education and other activities which require physical contact

Some staff, for example, those who teach PE and dance, or who offer music tuition will on occasions have to initiate physical contact with pupils. This may be in order to support a pupil in performing a task safely, or to demonstrate the use of equipment/instrument or assist them with an exercise. This should be done with the child's agreement.

In these circumstances, contact should take place in an open environment and be for the minimum time necessary to complete the activity. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Pupils and students in distress

There may be occasions when a distressed pupil needs comfort and reassurance which may require physical contact this must be appropriate to the age of the pupil involved. Staff should remain self-aware at all times to ensure that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior member of staff.

Showers and changing

Pupils are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision to safeguard the health and safety of pupils and students and to prevent any incidents of bullying or teasing. This supervision should be appropriate to the needs and age of the pupils' concerned and staff need to be vigilant and sensitive to avoid any situations which may cause embarrassment

Behaviour management

All pupils have a right to be treated with respect and dignity. All staff should be familiar with the Behaviour for Learning Policy. Staff should not use any form of degrading treatment to punish a student. The use of sarcasm, demeaning or insensitive comments towards pupils and students is not acceptable in any situation.

Care, Control and Physical Intervention

Section 4 of the 1996 Education Act allows staff to legitimately intervene in order to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline, having due regard to the health and safety of themselves and others.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. Our school's policy on Physical Intervention and Positive Handling by staff is set out separately. It complies with the DfE Use of Reasonable Force 2013 (updated 2015).

Sexual contact with young people

Any sexual behaviour by a member of staff with or towards a pupil is both unacceptable and illegal. Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the student consents or not.

The sexual activity referred to does not just involve physical contact. It may also be verbal or include non-contact activities, such as causing pupils to engage in or watch sexual activity or the production of pornographic material.

Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process (where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place). Grooming is a criminal offence.

One to One Situations

Staff working in one to one situations with pupils may be more vulnerable to allegations and therefore it is important that such meetings are planned and conducted accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met. Pre-arranged meetings with pupils away from the school premises should not be permitted unless approval is obtained from their parent/guardian/carer and the Principal or other senior colleague with delegated authority

Transporting pupils and students

In certain situations e.g. out of school activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded

Educational visits and after school clubs etc.

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

A more relaxed discipline or informal dress and language code may be acceptable for activities which take place off the School site or out of school hours. However, staff remain in a position of trust and need to ensure that their behaviour is appropriate and that it cannot be misconstrued in anyway.

Residential activities need to be carefully considered and special attention needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the

start of the trip. All staff are expected to follow the Health and Safety Policy guidance with respect to assessing risks.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

First Aid and administration of medication

The school has trained First-Aiders. Teachers and support staff may volunteer to undertake this task but it is not a contractual requirement. Staff will receive appropriate training before administering first aid or medication.

Pupils may need medication during school hours. In circumstances where children need medication regularly, a health care plan will be drawn up to ensure the safety and protection of pupils and staff. With the permission of parents and if appropriate, the children should be encouraged to administer the medication themselves.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil, this should be discussed with the appropriate senior colleague at the earliest opportunity. When administering first aid, wherever possible, staff should ensure that another adult is present, or aware of the action being taken. Parents/carers should always be informed when first aid has been administered. Staff should refer to the First Aid Policy.

Intimate Care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan will be drawn up and agreed with parents/carers for all children who require intimate care on a regular basis.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Additional vulnerabilities that may arise from a physical disability or learning difficulty should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, their parents/carers and the school must be negotiated, agreed and recorded. In addition, the views and/or emotional responses of children with special educational needs, regardless of age and ability must be actively sought in regular reviews of these arrangements.

Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to the pupils questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care should also be taken to abide by the Sex and Relationships policy and the wishes of parents/carers. Parents/carers have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum)

Photography, Videos and other Creative Arts

Many school activities may involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement.

Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils and students who may be unable to question why or how the activities are taking place. Children who have been previously abused in this way may feel threatened by the use of photography and filming in the teaching environment.

Staff should remain sensitive to any children who appear uncomfortable and should recognise the potential for misinterpretation.

Using images of children for publicity purposes will require the age - appropriate consent of the individual concerned and their legal guardians. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.

Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of the senior leadership team and/or relevant external agencies. This is particularly important where the welfare of children may be at risk. Staff should be familiar with the Public Interest Disclosure (Whistleblowing) policy and procedures, found in the HR Handbook.

Where internal reporting arrangements are viewed not to have been taken seriously or with sufficient rigour, any member of staff can raise concerns externally if the matter is not resolved by the Principal or the CEO of the Trust e.g. via the Local Authority's Designated Officer for Managing Allegations; the LSCB or the Government's Whistle-blowing report line: 0800 028 0285

Sharing Concerns and Recording Incidents

Staff who are the subject of allegations are advised to contact their professional association. In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded on the "Safeguarding the welfare of staff" form and reported to senior staff. Early discussion with a parent or carer could avoid any misunderstanding. Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils and students so that appropriate support can be provided or action can be taken

Alternative Provision

Where a pupil is placed with an alternative provision provider, we recognize that we continue to be responsible for the safeguarding of that pupil and as such we will ensure that the provider meets the needs of the pupil. We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff

Volunteers & Visitors

- We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff. We will never leave an unchecked volunteer unsupervised or allow them to work in regulated activity and we will carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
- Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children.
- We will: Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children and will go through an induction process which includes reference to the school's safeguarding policies and procedures
- If members of staff wish to bring external people in to assist with activities, they must first gain permission from the Principal
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Trainee Teachers

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children

Appendix. 1

Staff Acknowledgement Form:

Name:

Job Title:

I have read the School's Child Protection and Safeguarding Policy and I understand my role with regards to child protection and safeguarding in this setting.

Signature: _____

Date: _____

Appendix. 2

Parent Acknowledgement Form

The School has a Child Protection and Safeguarding Policy which means that staff will do everything they can to make sure that all the children in the school are free from harm, either in school or when the children are away from school.

To help staff keep your child safe, every member of staff must have training in child protection on a yearly basis, and the school has a Designated Safeguarding Officer (DSL) and a Deputy DSL who looks into any worries about children in school, and who looks out for children who are thought to be at risk.

The school will inform the local authority if there are any significant reasons to be worried about your child's wellbeing. The school may become worried about a child if they notice behaviour and mood changes, physical marks, worrying play or social behaviours, or if a family member of a child says something that makes the school think the child might be at risk of harm.

The school will usually inform you that they are making a child protection referral, but they are not required to tell you, nor do they need your consent to make a referral

Name of Child:

Child's Date of Birth:

Name of Parent/Carer (1):

Relationship to Child:

I have read the School's Child Protection Policy and I understand the actions that might be taken if there are any cause for concerns about my child.

Signature:

Date:

Name of Parent/Carer (2):

Relationship to Child:

I have read the School's Child Protection Policy and I understand the actions that might be taken if there are any cause for concerns about my child.

Signature:

Date:

Child Protection Procedures Staff Overview

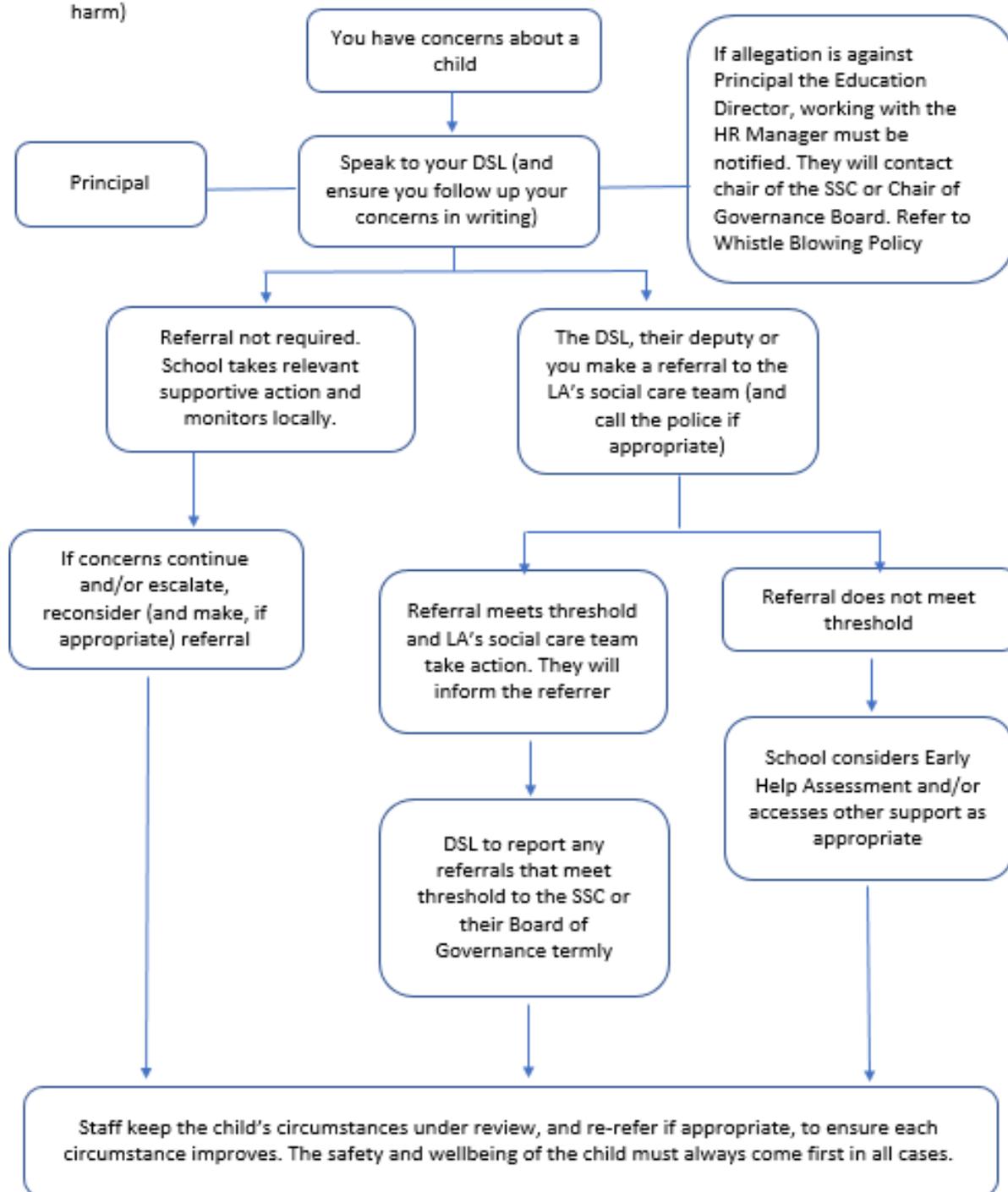
Reporting a concern

Local procedures following reporting concerns about a child’s welfare (no immediate danger)

Appendix 3

Child Protection Procedures Staff Overview

Local procedures following reporting concerns about a child’s welfare (no immediate risk of harm)



Appendix 4

Record Concern Form

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Date and time of concern:			
Your account of the concern: (what was said, observed, reported and by whom)			
Additional information : (your opinion, context of concern/disclosure)			
Your response : (what did you do/say following the concern)			
Your name :			
Your signature :			
Your position in school :			
Date and time of this recording			
Action and response of DSL/Deputy or other: Please specify			
Name: Date:			

Appendix 5

Procedures for dealing with disclosures

- A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.
- All staff should know who the DSL is and who to approach if the DSL is unavailable.
- Ultimately, all staff have **the right to make a referral to the police or social care directly** and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

When a pupil makes a direct disclosure or implies that they have been abused the guiding principle of the 'seven R's' should be followed:

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

Report

- Share concerns with the designated safeguarding lead as soon as possible
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

Record - refer to page 15 and 16

- If possible make some very brief notes at the time, and write them up as soon as possible and pass to the DSL/Deputy DSL without delay
- Keep your original notes on file
- Record the date, time, place, person's present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Follow the school's and local authority's child protection procedures. Where there is doubt, consultation with the Child Protection Officer in the authority can be helpful.
- Try to get some support for yourself if you need it

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Inform the person that made the referral of any outcomes/actions
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training/ support required?
- The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

Appendix 6

The AST Professional Network will use the annual Safeguarding schedule calendar as a work plan for DSL to action during an academic year. This document links closely with KCSIE and DFE guidelines. It will be reviewed annually alongside the Child Protection and Safeguarding Policy and Procedure

Month	Intention	What needs to be done by whom? (Implementation)	When does it need to be done by?	Impact and evidence?
July	Receive Draft version of KCSIE and other guidance from DfE	All DSLs to read and familiarise key updates	By 2 nd week of July	Inform changes to SLT
July	Ensure all new staff complete induction- including safeguarding training from DSL and complete Educare online sessions	Inductions and safeguarding training to completed for all new staff joining in September by DSL Club Leaders, Volunteers, SSC complete training	By 2 nd week of July	Induction forms all completed and filed in appropriate folders
Sept	<u>UNIVERSAL TRAINING</u> Staff training on safeguarding for all staff including non-teaching staff. Policy update about professional reputation on social media platforms	All staff to be trained on safeguarding, KCSIE 2020, Prevent etc <u>TARGET TRAINING</u> Review NQT's understanding of safeguarding and child protection; and establish specific tailored training needs Club Leaders, Volunteers, SSC complete training Letting Hirers – Policy up to date meeting SG practices	1 st two inset days in September	All staff trained attended annual safeguarding training. All staff aware of KCSIE updates Staff signatures kept in folder
September	DSL to include key assemblies on collective assembly rota	Add key assemblies such as NSPCC/CEOP/Childline/ Gangs and Youth Violence/ Prevent, WRAP workshops etc Parent Workshops, forums set	1 st two inset days in September	Children receive up to date information as well as parents
Sept	Ensure weekly briefings have safeguarding top on agenda	Briefing agenda to be sent out weekly-DSL to give scenarios to staff and also to update on any key information.	Weekly-DSL to add scenarios	Staff kept up to date with key information
Sept	Audit check with HT to ensure SCR is up to date	Complete audit checklist with HT	Before school opens in September	SCR records up to date
Ongoing	There is a continuous induction in our schools for all new staff including supply, temporary, agency and ITT students which fully informs all new staff of their role in safer working practices and expectations around professional and personal boundaries		Ongoing	All supply, temporary, agency and students trained attended annual safeguarding training. All staff aware of KCSIE updates Staff signatures kept in folder

Month	Intention	What needs to be done by whom? (Implementation)	When does it need to be done by?	Impact and evidence?
Sept	Obtain key dates from borough in regards to termly Safeguarding seminars	DSL to email LEA (if not yet received) to ask for key dates on seminars and training dates. Review effectiveness of safeguarding training delivered through survey. Analyse findings and follow up necessary actions	First week in September	Dates in diary and shared with all safeguarding leads.
Oct	All DSL from Avanti Trust to meet termly to discuss key updates and share good practice	Professional network DSL meeting Consideration of issues that are particularly relevant to the current context Review risks for students in Avanti Trust Schools Link with curriculum areas to ensure safeguarding Review departmental safeguarding risks Monitor use of internal and external contributors to inform and educate pupils about keeping safe including external organisations and support groups eg NSPCC, the police, public health	Before end of Autumn term	DSL share good practice and all schools maintain consistent approach to Safeguarding procedures Action specific workshops for students, training needs, teaching needs Review the concern types by group, for example, year group, pupil premium, looks after children, SEND, LAC The wider curriculum is broad and balanced including the teaching of British Values/Cultural Capital and safeguarding related themes The school ensures student voice is heard and considered.
Oct	Arrange termly audit visit from SSC/Trust Cycle of audit and reviews in place in all schools	DSL to contact SSC- safeguarding link SSC to arrange date for this term. To look at SCR and also check records and have discussion with DSL and children	By end of Autumn 2	Audit trail
Nov	Report to SSC and Trust on termly safeguarding concerns	DSL to report as part of HT report-number of concerns. MASH and LADO referrals made. Also report on number of child protection conferences, Core group and CIN meetings attended by all safeguarding leads.	By end of Autumn 2	Monitoring and accountability

Term	Intention	What needs to be done by whom? (Implementation)	When does it need to be done by?	Impact and evidence?
Spr 1	Audit check with HT to ensure SCR is up to date	Complete audit checklist with HT Review impact of safeguarding, consider surveys, face-to-face questions or forums with students, parents, staff and SSC eg anti-bullying, feeling safe, online safety in the school.	Monthly checks	SCR records up to date
Spr 1	Report to SSC and Trust on termly safeguarding concerns	DSL to report as part of HT report-number of concerns. MASH and LADO referrals made. Also report on number of child protection conferences, Core group and CIN meetings attended by all safeguarding leads.	By end of Spr 1	Monitoring and accountability
Sum 1	All DSL from Avanti Trust to meet termly to discuss key updates and share good practice	Working party to meet to arrange date. All DSLs to meet via Teams	Before end of term	DSL share good practice and all schools maintain consistent approach to Safeguarding procedures
Sum 1	Arrange date for SSC member/Trust for termly safeguarding visit	DSL to contact SSC- safeguarding link SSC to arrange date for this term. To look at SCR and also check records and have discussion with DSL and children	By end of Sum term	Audit trail
Sum 1	Report to SSC and Trust on termly safeguarding concerns	DSL to report as part of HT report-number of concerns. MASH and LADO referrals made. Also report on number of child protection conferences, Core group and CIN meetings attended by all safeguarding leads.	By end of Sum 1	Monitoring and accountability
Sum 1	Audit check with HT to ensure SCR is up to date	Complete audit checklist with HT	Monthly checks	SCR records up to date
Sum 2	Contact Secondary schools to discuss CP for children transferring up	Arrange for files to be transferred securely to new schools Know where all previous vulnerable students have transferred to Ensure all new vulnerable students are known about, ready to be admitted to the school and that plans have been put in place, review online issues and online trends.	By 1 st week July	Audit trail- comply with safeguarding protocol
Sum 2	Ensure all files are completed and up to date ready for end of term	File papers and ensure all paperwork up to date Ensure all child protection files are passed on to the new school and that receipts are requested. Information has been stored electronically on CPOMS/ MyConcern	By end of July	Audit trail