



Safeguarding and child protection policy 2022-2023

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To be read in conjunction with each school's Local Schools Safeguarding Arrangement (LSSA) document

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1. INTRODUCTION:

Safeguarding children and young people (CYP) is everyone's responsibility. Everyone who comes into contact with CYP and families has a role to play ensuring that CYP are safe from abuse, exploitation and harm. Our trust is committed to safeguarding CYP and aims to create a culture of vigilance.

Our pupils' welfare is our paramount concern. The trustees will ensure that our schools will safeguard and promote the welfare of pupils and work together with agencies to ensure that our trust has adequate arrangements to identify, assess and support those pupils who are suffering or likely to suffer harm.

Our trust is a community and all those directly connected, staff members, governors, parents/carers, families and pupils, have an essential role to play in making it safe and secure for all.

This procedure document provides the basis for good practice within the schools for Safeguarding work. It should be read in conjunction with the Local School Safeguarding arrangements (LSSA) document available for each school.

2. OUR ETHOS:

The trust believes that this trust should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child; enabling all children to thrive.

The trust recognises the importance of providing an environment within our schools that will help children feel safe and respected. The trust recognises the importance of enabling children to communicate openly where they are able and to feel confident that they will be listened to. The trust recognise that both mental and physical health are relevant to safeguarding and the welfare of children

The trust recognises that all adults within the trust, including permanent, supply staff, temporary staff, volunteers, parents/carers and governors, have a full and active part to play in protecting our pupils from harm.

The trust will work with parents/carers to build a solid understanding of the trust's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

Our core safeguarding principles are:

o Promotion

- making sure pupils, families, staff and all adults that come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school

o Prevention

- positive, supportive, vigilant, open and safe culture. Well taught curriculum that includes relationships and online safety, pastoral opportunities for children and safer recruitment procedures

o **Protection**

- following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

o **Support**

- for all learners, parents/carers and staff, and where appropriate specific interventions that are required for those who may be at risk of harm.

o **Working with parents/carers and other agencies**

- to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

- The trust recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents/carers, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Staff and other adults working with children within the trust are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- The trust believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- The trust recognises the importance of safeguarding and the promotion of children's welfare at all times. Safeguarding is embedded in all the school's policies and procedures and at the heart of our schools to provide an ethos and environment that will help children to be safe and feel safe. In our schools children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- The trust expects that if any member of our community has a safeguarding concern about any child or adult, they should act immediately in line with the trust's safeguarding and child protection policy.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2022 (KCSIE) which requires individual schools and colleges to have an effective safeguarding and child protection policy.
- The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers and are consistent with those outlined within KCSIE 2022.

3. SCOPE

In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN it is up to 25 years of age. All providers of Post 16 Education are expected to follow the KCSIE 2022 guidance.

This policy applies to all members of staff in our trust, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

This policy applies to all learners in the trust. Each school will have a Local School Safeguarding Arrangements (LSSA) document covering the specifics of their school.

4. THE LEGAL FRAMEWORK

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- DfE Keeping Children Safe in Education (September 2022) (KCSIE)
- Working Together to Safeguard Children 2018 (last updated 1st July 2022) (WTSC)
- Ofsted: Education Inspection Framework' 2019 (revised 11th July 2022)
- Framework for the Assessment of Children in Need and their Families (2000)
- Early Years and Foundation Stage Framework (EYFS) 2014 (last updated 3rd September 2021)
- The Education (Independent School Standards) Regulations 2014
- The Non-Maintained Special Schools (England) Regulations 2015
- Searching, screening and confiscation: advice for schools (DfE, September 2022)
- Revised Prevent duty guidance for England and Wales (HM Government, April 2021)
- Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, February 2021)
- PACE Code C 2019
- Children missing education (DfE, September 2016)
- Multi-agency statutory guidance on female genital mutilation 2016 (last updated 30th July 2020)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 (updated 30th September 2021)

Other legislation this policy is based on:

Legislation	What it covers
School Staffing (England) Regulations 2009	Lists what must be recorded on the single central record The requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
Children's Act 1989 (and 2004 amendment),	Provides the framework for the care and protection of children.
Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B(11))	Places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
Rehabilitation of Offenders Act 1974	Sets out when people with criminal convictions can work with children.
Schedule 4 of the Safeguarding Vulnerable Groups Act 2006	Defines what 'regulated activity' is in relation to children
Human Rights Act 1998	Sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK.

Equality Act 2010	Schools and colleges have obligations under the Equality Act 2010. Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or pupils with a particular protected characteristic in order to meet their specific need.
Public Sector Equality Duty (section 149 of the Equality Act 2010)	The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.
The Education and Skills Act 2008	The Education and Skills Act 2008 requires young people to participate in appropriate education or training until age 18. This publication sets out criteria for deciding whether young people might take a qualification as part of that education or training.
The Safeguarding Vulnerable Groups Act 2006	This Safeguarding Vulnerable Groups Act (SVGA) 2006 was passed to help avoid harm, or risk of harm, by preventing people who are deemed unsuitable to work with children and vulnerable adults from gaining access to them through their work.
Children and Social Work Act 2017	The Children and Social Work Act 2017 (the Act) is intended to improve support for looked after children and care leavers, promote the welfare and safeguarding of children, and make provisions about the regulation of social workers.
Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR).	The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR). Everyone responsible for using personal data has to follow strict rules called 'data protection principles'. They must make sure the information is: used fairly, lawfully and transparently.

5. DEFINITIONS

In line with KCSIE 2022, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Safeguarding is what we do to prevent children suffering or coming to harm.

Child protection refers to activities undertaken by the school to protect children suffering from harm or likely to suffer from harm. A child includes anyone under the age of 18.

The **safeguarding partners** that the school works with to safeguard its pupils as set out in KCSIE are: the local authority; the local clinical commissioning group; and the chief officer of Police for the area that falls under the local authority.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. **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. **Part One and Annex A** provide a more detailed explanation of the different types of abuse and signs and symptoms and specific safeguarding issues.

6. EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We 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.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

7. ROLES AND RESPONSIBILITIES

Governing Body

Governing bodies have a strategic leadership responsibility for their school's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

Headteachers should ensure that the policies and procedures, adopted by their governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

Governing bodies should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements.

The Governing body will ensure the school's systems enable pupils to report what is happening to them. The Governing body will ensure the appointed Designated Safeguarding Lead (DSL) is a senior member of staff. The role of the DSL (and deputies) set out in KCSIE Annex C will be made explicit in the postholder's job description, and the DSL will be given appropriate resources to conduct their duties.

Each governing body has a nominated governor for safeguarding. The nominated governor will support the DSLs in each school and have oversight in ensuring that each school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

All governors will undertake safeguarding training and additional training on specific issues, such as online safety, as required in order to fulfil effective safeguarding governance.

The governing body will take an active role in monitoring safeguarding arrangements and providing support to the Designated Safeguarding Lead (DSL) in line with Part 2 KCSIE 2022. This will include visits to school, regular contact with the Designated Safeguarding Lead and other staff working to protect children and reviewing information provided to them concerning pupils' welfare and safety, including for online safety. Governors will also seek the views of pupils and parents/carers as part of their monitoring arrangements to check on the effectiveness of safeguarding arrangements.

The governing body and leadership team will ensure that the Designated Safeguarding Lead (and deputies) are supported and given sufficient time, funding and resources to carry out their roles. They will also ensure there is adequate cover if the Designated Safeguarding Lead is absent.

Governors must be subject to the same rigorous safer recruitment procedures as any other staff, including appropriate checks, such as an Enhanced DBS check and S128 checks.

Headteacher

The Headteacher of each school will ensure that the suite of policies and procedures relating to safeguarding and child protection adopted by the school's Governing Body are understood and followed by all staff.

The Headteacher in each school has ultimate responsibility for safeguarding pupils and safeguarding systems and practices in school.

Designated Safeguarding Lead (DSL)

Each school within the trust has appointed a member of the leadership team as the Designated Safeguarding Lead (DSL). Additionally, each school will have appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence. These structures are outlined in each LSSA.

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in each school. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated. This is in line with the full job description set out in KCSIE Annex C.

The DSLs will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

The Head Teachers will be kept informed of any significant issues by the DSL.

The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns. This may include handling of referrals to local authority social care departments and working with other agencies where appropriate. This will be described in the role holders job descriptions, as per KCSIE 2022 Annex C.

Ensure information is shared as appropriate. When children leave the school (including in year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and special educational needs co-ordinators (SENCO's) or the named person with oversight for SEND in colleges, are aware as required.

Ensure that safeguarding files are retained and stored appropriately;

- copies of Child Protection files should be retained indefinitely;
- Schools and colleges have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA)

- it is recommended that files are retained indefinitely; in order to produce this information if the Trust is notified of an allegation of historic abuse relating to a current or former member of staff, if a former member of staff is accused of committing safeguarding offences elsewhere or if a former member of staff is the subject of safeguarding allegations arising elsewhere.

All Staff

All members of staff have a responsibility to provide a safe environment in which children can learn. They should be aware that it can happen here and safeguarding is everyone's responsibility. They should actively promote welfare and safeguarding, including online safety, of pupils.

Staff should know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child. They should understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Staff should be prepared to identify children who may benefit from early help and understand the early help process and their role in it. As well as understanding the school's safeguarding policies and systems.

Staff members will undertake regular and appropriate training which is regularly updated.

Staff will be aware of the process of making referrals to local authority children's social care and statutory assessment under the Children Act 1989. They should be able to identify and act upon indicators that children are, or at risk of developing mental health issues. Staff will know how to maintain an appropriate level of confidentiality and the importance of recording and information sharing.

All staff should be aware of indicators of abuse and neglect, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality (while exercising professional curiosity). This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or a deputy) and local authority children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them.

Groups at particular risk include girls, pupils who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We also have a statutory duty to report and record any incidents of 'Upskirting'.

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

All concerns across the trust are reported on MyConcern, an online reporting system monitored by the DSLs.

Children and Young People

All children and young people have a right to feel safe, be listened to, know their concerns will be taken seriously, and have their wishes and feelings taken into account. They will be given the opportunity to contribute to the development of the LSSA. They will receive help from a trusted adult and learn how to keep themselves safe, including online.

Case Managers

The case manager for dealing with allegations of abuse made against school staff members is the head teacher. The case manager for dealing with allegations against the head teacher is the CEO, Anthony Billings. If the concern is about the CEO, then the concern will be managed by the Chair of the Trustees. In any instance, the Local Authority Designated Officer (LADO) will be notified.

All Staff, Governors, Volunteers and External Providers

All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs are linked to behaviours that put children in danger.

8. SUPPORTING CHILDREN

The trust recognises that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our schools may be the only stable, secure and predictable element in their lives.

The trust accepts that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Care Leavers

Designated safeguarding leads should have details of the local authority Personal Advisor appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

SEND

The Trust recognises that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other

children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. It is vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum.

Our schools will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice;
- providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they recognise when they are at risk and how to get help when they need it.
- supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying
- ensuring a comprehensive curriculum response to online safety, enabling children and parents/carers to learn about the risks of new technologies and social media and to use these responsibly; plus Relationship and Sexual Education (RSE) requirements
- liaising and working together with other support services and those agencies involved in safeguarding children;
- ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' and 'Harmful Sexualised Behaviour';
- having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;
- ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under Safeguarding procedures and monitoring children who have been identified as having welfare or protection concerns and providing appropriate support;
- acknowledging the importance of 'contextual safeguarding', which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare.
- liaising with a range of agencies that support the pupil such as Health Services, Local Authority Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services and the Educational Psychology Service.
- ensuring that, when a pupil who is the subject of a Child Protection Plan leaves, their information is transferred to the new school within two weeks and that the child's Social Worker is informed that the child has moved;

- After 20 days absence if a child has moved and the new school is unknown the school will post details on the 'Pupil to Pupil' register;
- alert the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
- acknowledging that a child that is looked after (CLA) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe. It is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group;
- applying disciplinary measures such as restraint or isolation in response to incidents involving children with SEN and disabilities, by considering the risks carefully, given the additional vulnerability of the group;

Recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

All schools will have local policies on physical intervention and/or positive touch. More local information about supporting pupils may be found in the LSSA.

9. SAFEGUARDING PROCEDURES and the LSSA

All safeguarding procedures at school level are outlined in the LSSA which must contain:

- Clear outline key contacts at school and local level including: the DSL, named governors, local prevent lead, local authority designated officer(s) (LADOs) and any other key safeguarding personnel
- Local school context
- Aims of the LSSA
- Local roles and responsibilities including the authorship of the LSSA
- Recognising abuse and taking action including procedural charts and referral routes for DSLs
- SEND specific information
- Reference to mobile phone and camera usage
- Record keeping
- Training

It may also include other sections and links to resources such as pictures of DSL and key staff, training folders, school based support services or agencies in use. The LSSA should be accessible, usable and contextual.

The LSSA must be written to accompany this policy.

10. INFORMING STAFF AND OTHERS OF THE SAFEGUARDING POLICY

All staff (including temporary staff and volunteers) will have access to a copy of this policy and will be sent a copy of the LSSA. They will be asked to confirm they have read and understood its contents, are familiar with the school systems and will adhere to them. This can be found on the website and the LSSA can be accessed through the MyConcern local policies .

Parents/carers can obtain a copy of each schools' LSSA and the trust's Safeguarding and Child Protection Policy from the schools' website together with other related policies, including for online safety, safer recruitment and child-on-child abuse. Additionally, these and other policies are available from the school's office on request.

Pupils will be made aware of the school's systems in age-appropriate ways through displays around the school site, verbally through the curriculum and via the school website. The DSL will ensure pupils have understood and are aware that they can raise concerns at any time, they will be listened to, taken seriously and their wishes respected (where possible), given the necessary support and kept informed of actions being taken.

We will ensure all parents/carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

We will use the NPCC- [When to call the police](#) to help Designated Safeguarding Leads understand when they should consider calling the police and what to expect when they do.

11. DEALING WITH A DISCLOSURE MADE BY A CHILD– ADVICE FOR ALL MEMBERS OF STAFF

If a child discloses information to you a staff member they are trained to:

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', reassure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in school

Record - Vital – facts, no opinions – When? Where? Who? What?

Review – Take responsibility to follow up any referral with a DSL

In addition:

Record the disclosure on MyConcern as soon as possible after the disclosure

If needed contact the DSL immediately to discuss

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

12. RECORD KEEPING

All concerns, discussions and decisions made and the reasons for those decisions **must** be recorded on MyConcern (this may be used as evidence if the disclosure becomes a Police matter).

We will continue to support any pupil leaving our schools about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified.

Records will also be kept of any telephone calls, meetings or other communications for each child to build a full and detailed chronology. This may include other school records, such as first aid, medical treatment if the child is unwell, attendance and punctuality and behaviour.

All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving. For example, information that would allow the new school to continue to provide support.

Each school will ensure that safeguarding files are retained and stored appropriately in compliance with the Data Protection Act 2018 and the UK GDPR;

- copies of CP files should be retained indefinitely;
- Schools and colleges have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA)
- it is recommended that files related to suspected child sexual abuse and concerns about those in positions of trust are retained indefinitely; in order to produce this information if the Trust is notified of an allegation of historic abuse relating to a current or former member of staff, if a former member of staff is accused of committing safeguarding offences elsewhere or if a former member of staff is the subject of safeguarding allegations arising elsewhere.
- Only cases resulting in a 'Malicious' LADO outcome should be deleted from records unless the individual gives their consent for retention of the information.

13. DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD

In general, DSLs (or a delegated member of staff) should always discuss any concerns the school may have with the child's parents/carers. They need to know that you are worried about their child. However, you

should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

The DSL will liaise with Haringey's Multi-Agency Safeguarding Hub (MASH), before making a decision not to inform parents/carers of a child protection concern. If the decision is not to discuss your concerns with the child's parents/carers, this must be recorded on the chronology of the child's file on MyConcern with a full explanation for your decision.

It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child-centred to capture the child's lived experience.

When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a SEND child may need support in communicating.

How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the MASH team or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

It is expected that you discuss your concerns with the parents/carers and seek their agreement to make a referral to the MASH team, unless you consider that this would place the child at increased risk of significant harm.

You do not need the parents/carers consent to make a referral if you consider the child is in need of protection, although parents/carers will ultimately be made aware of which organisation made the referral. If parents/carers refuse to give consent to a referral but you decide to continue, you need to make this clear when calling the Local Authority Multi Agency Services Hub (MASH).

If you decide to refer the child without the parents/carers' consent, make sure to record this with a full explanation of your decision.

When you make your referral, you should agree with MASH what the child and parents/carers will be told, by whom and when.

Parents/carers will be notified of disclosures of child-on-child abuse where their child is the alleged perpetrator or victim. Other pupils, unless it is unsafe to do so.

14. TAKING ACTION

Staff must follow school procedures and record the concern on MyConcern. The DSL will ensure that there is continuous monitoring of the MyConcern throughout the day so no concerns are missed and any necessary actions are taken. The member of staff should not hesitate in also discussing their concern with the DSL or deputy DSL. The DSL will review this information, with any other safeguarding concerns they have on record, and take any necessary actions.

15. MAKING A REFERRAL

If a child or young person is at risk of harm, abuse or neglect please report it to your local MASH team as outlined in your LSSA

In an emergency always call the police on 999.

If you think there has been a crime but it is not an emergency call 101.

16. SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

The trust will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with ***Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2022***. The schools operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in Education', 2022. This section should be read in conjunction with the Trust's Recruitment and Selection policy.

All staff must always respond to allegations of abuse of a child made against members of the staff (including supply staff and volunteers) as set out in Keeping Children Safe in Education, 2022, Part Four. This part of the guidance has two sections covering the two levels of concerns and allegations:

- Concerns / allegations that may meet the harm threshold.
- Concerns / allegations that do not meet the harm threshold – referred to as 'low-level concerns' in KCSIE 2022.

The Trust will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the Trust Values and staff conduct expectations, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

All staff must immediately and confidentially report concerns/allegations against teachers and other staff to the Head Teacher. The Head Teacher must then report the concerns/allegation immediately to the LADO for the Local Authority for advice. The Head Teacher must inform the Trust HR or the Trust DSL immediately. The Head Teacher will then receive guidance from the Trust's external HR advisors or the central HR Team following the advice from the LADO.

All staff must report concerns/allegations against the Head Teacher to the Chair of Trustees. Trust HR Director and DSLs and will follow the advice set out in Part Four of 'Keeping Children Safe in Education', 2022.

Allegations made against staff include where a member of staff has 'behaved or may have behaved in a way that indicates they may not be suitable to work with children'. This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns policy.

Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. KCSIE states: 'In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.'

The Headteacher must ensure that all allegations are reported to the LADO and Trust DSL and HR within one working day. The LADO will advise on all further action to be taken.

If the reporting staff member does not feel the allegation has been appropriately acted upon, this must be challenged and concerns must be reported directly to the Trust HR Director and/or the Trust DSL and/or they can take advice from the LADO directly in confidence.

Further guidance can be found in the Trust procedure entitled Allegations Against Professionals.

There are two aspects to consider when an allegation is made:

- Looking after the welfare of the child - the designated safeguarding lead (or a deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part one of KCSIE.
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

Low level concerns that do not seem to meet the harm threshold should be reported to the Headteacher, who should seek advice from the Trust HR team. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm test.

The Trust will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the Trust or at any school within the Trust (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the Trust to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the Trust are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

The Trust is committed to creating a culture of safe working and recruitment practice and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. The Trust will act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence, including verifying identity and right to work in UK, criminal record checks (Disclosure and Barring Service (DBS) checks), barred list checks, prohibition checks, S128 Management check, overseas checks, verifying candidates physical and mental fitness to carry out their work responsibilities, qualifications checks, together with references and interview information. (see Trust Recruitment and Selection Policy)

A check of any prohibition can be carried out using the Teacher Services' system that may be found here: <https://teacherservices.education.gov.uk/> (January 2018)

Prohibition orders are described in the Teachers' Regulatory Authority (previously National College for Teaching and Leadership's (NCTL) publication Teacher misconduct: the prohibition of teachers. It can be found here:

<https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3>

The Trust must maintain the single central record (SCR) detailing checks carried out in each academy within the MAT. The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school and members of trustees of the academy trust. The Single Central record is available at each school level by an authorised personnel and the Trust's central HR team.

The SCR is regularly monitored and checked for compliance by each school Headteacher and DSL.

All SEARCH Education Trust recruitment documents, including adverts, job descriptions and person specification includes a clear statement about the safeguarding responsibilities of the post holder.

Safer recruitment practices are adhered to and monitored regularly when appointing new staff, volunteers and authorising visitors.

The Trust provides safer recruitment training and support to school leaders to ensure adherence to safer recruitment practices and ensures at least one member of the recruitment panel is Safer Recruitment trained and has a valid certificate in place.

Staff are expected to adopt a high standard of personal conduct in order to maintain the confidence and respect of colleagues, children and parents/carers. There is an agreed staff behaviour policy (sometimes called the code of conduct) which is compliant with 'Safer Working Practices', and includes - acceptable use of technologies, staff/pupil relationships and communications including the use of social media. Staff should be aware that safe practice also involves using judgement and integrity about behaviour in places other than work, including online.

For agency and third party supply staff, schools and colleges must also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS certificate check has been provided in respect of the member of staff.

17. STAFF SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

Each school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
- All staff are supported by the DSL in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

18. STAFF INDUCTION, TRAINING AND DEVELOPMENT

The trust will ensure all new members of staff, including Early career teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, September 2022 and other related policies. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education.

The induction will be proportionate to staff members' roles and responsibilities

All Designated Safeguarding Leads (DSLs) will undergo updated Safeguarding training every two years. DSL's should undertake Prevent awareness training as well as specialist training required for the schools' context: see the LSSA

All staff members of the school will undergo face to face training (whole-school training) which is updated every year. All staff in the trust will have access to online safeguarding modules.

Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's whole-school training, booking onto whole-school training mop-up sessions.

We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from local and national serious case reviews. These will occur annually or more frequently when necessary.

<https://haringeyscp.org.uk/serious-case-reviews/haringey-scrs>

The trust will maintain accurate records of staff induction and training on the single central record.

Trustees and Governors

All governors and trustees must undergo regular governor specific awareness training (at least every two years); they will also read at least part 2 of the KCSIE.

The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated at least every three years.

The Nominated Safeguarding Governor and the Chair of Trustees should also receive additional appropriate training to enable them to fulfil their safeguarding responsibilities, and as part of that training, they will read the entirety of KCSIE.

Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

19. CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

We recognise that all matters relating to Safeguarding are confidential.

All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.

All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

The Headteacher or DSL (and DDSL and members of the safeguarding Team) will share information about a child on a 'need to know' basis to help maintain confidentiality.

We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR). If in any doubt about sharing information, staff should speak to the Designated Safeguarding Lead or a deputy. The Data Protection Act 2018 and UK GDPR do not prevent 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 safeguard and promote the welfare and protect the safety of children (KCSIE 2022).

20. INTER-AGENCY WORKING

We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and local authority children's social care. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. For more information on agencies used at school level please read the LSSA

We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

We will participate in serious case reviews, other reviews and file audits as and when required to do so by the relevant Safeguarding Children Partnership. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

21. CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

Our schools will ensure that contractors and providers are aware of our school's safeguarding policy and procedures.

We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

Our schools will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2022*. If assurance is not obtained, permission to work with our children or use our school premises may be refused.

When our schools commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

22. WHISTLE-BLOWING AND COMPLAINTS

The trust recognises that children cannot be expected to raise concerns in an environment where staff members fail to do so. The whistleblowing policy can be accessed by all staff, pupils and parents/carers on the websites.

The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.

0808 800 5000, email help@nspcc.org.uk

Our schools will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which may include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).

Our schools will have a clear reporting procedure for children, parents/carers and other people to report concerns or complaints, including abusive or poor practice.

Our schools will actively seek the views of children, parents/carers and staff members on our Safeguarding arrangements through surveys, questionnaires and other means.

23. SITE SECURITY

All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

Our schools will check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

Our schools will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

24. QUALITY ASSURANCE

The trust will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

The trust will complete an audit of the school's safeguarding arrangements and will participate in a yearly Safeguarding audit completed by the Haringey Education Partnership.

The senior management of our school's and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

25. POLICY REVIEW

This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

The Designated Safeguarding Lead at each school will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.

The Designated Safeguarding Lead and Headteacher will provide regular reporting on safeguarding activity and systems to the governing bodies. The governing bodies will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.