

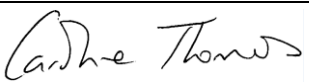
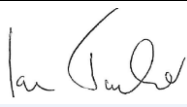


# Excalibur Academies Trust St John's Marlborough Safeguarding and Child Protection Policy and Procedures

## Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	September 2021	Catriona Mangham	September 2022

## Ratification

Role	Name	Signature	Date
Chair of Governors	Caroline Thomas		September 21
Principal	Ian Tucker		September 21

## Details of Policy Updates

Date	Details
29.09.17	Addition of specific issues: early help, private fostering, CSE and trafficking, domestic and gender based violence, forced marriage, faith abuse, gangs and youth violence, escalation, allegations and concern record
01.07.2018	Updated to reflect updated guidance in KCSiE 2018
09.09.2019	Updated to reflect updated guidance in KCSiE 2019
17.01.2020	Revised to align with Excalibur EYFS policy
15.09.2020	Updated to reflect updated guidance in KCSiE 2020
06/07/2021	Updated to reflect updated guidance in KCSiE 2021

## Key Safeguarding Personnel at the Academy

Role	Name	Tel	Email
Principal	Ian Tucker	01672 516156	<a href="mailto:ltucker@stjohns.excalibur.org.uk">ltucker@stjohns.excalibur.org.uk</a>
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Chair of governors	Caroline Thomas	01672 516156	<a href="mailto:caroline.thomas@excalibur.org.uk">caroline.thomas@excalibur.org.uk</a>
Designated teacher for Looked After Children	Maeve McNeill	01672 516156	<a href="mailto:mmcneill@stjohns.excalibur.org.uk">mmcneill@stjohns.excalibur.org.uk</a>
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EAT Trust Safeguarding Lead	Catriona Mangham		<a href="mailto:Catriona.mangham@excalibur.org.uk">Catriona.mangham@excalibur.org.uk</a>
<b>The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2021)</b>			

### WILTSHIRE ESSENTIAL CONTACT DETAILS

<b>Children's Social Care referrals</b> to Multi-Agency Safeguarding Hub (MASH)	0300 456 0108
Out of hours	0845 607 0888
If you believe a child is <u>at immediate risk</u> of significant harm or injury, call the police	999
<b>Wiltshire Designated Officer For Allegations (DOFA):</b>	01225 713945
<b>Early Help Single Point of Entry</b>	01225 718230

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## PART 1: Policy

### 1.1 Introduction

Excalibur Academies are committed to safeguarding and promoting the welfare of children.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2021)
- The Procedures of Wiltshire Safeguarding Partnership  
See Appendix A for further relevant guidance documents

The aim of this policy is to ensure:

- all our students are safe and protected from harm.
- safeguarding procedures are in place to help students to feel safe and learn to stay safe.
- adults in the academy community are aware of the expected behaviours and the academy's legal responsibilities in relation to safeguarding and child protection.

### 1.2 Scope

Safeguarding is defined as:

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

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; pupil mental health and wellbeing; academy behaviour and preventing bullying; supporting students with medical conditions; personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read in alongside the following policies relevant to the safety and welfare of our students:

- Recruitment and Selection
- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff (for safer working practice)
- Anti-Bullying
- Behaviour Policy, including student use of mobile and smart technology
- Relationships, Sex and Health Education
- E-Safety
- Self-Harm
- Attendance
- Restraint Policy
- Safeguarding training

#### **This policy applies to all staff in our academy.**

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the academy, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in academy (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our academy roll and any child under the age of 18 who comes into contact with our academy. This includes unborn babies.

**Any safeguarding concerns or disclosures of abuse relating to a child at academy or outside of academy hours are within the scope of this policy.**

### **1.3 Overall Aims**

A child centred and coordinated approach to safeguarding.

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

This policy will contribute to the safeguarding of students/students at St John's by:

- Clarifying standards of behaviour for staff and students.
- Contributing to the establishment of a safe, resilient, and robust safeguarding ethos in the academy built on mutual respect and shared values.
- Teaching children and young people about safeguarding, including online, through teaching and learning opportunities, as part of broad and balanced curriculum
- Alerting staff to the signs and indicators of safeguarding issues
- Developing staff awareness of the causes of abuse.
- Developing staff awareness of the risks and vulnerabilities their students/students face by helping them address concerns at the earliest possible stage
- Reducing the potential risks students face of being exposed to violence, extremism, exploitation, or victimisation.
- Working in partnership with students, parents, and agencies to keep children and young people safe.
- Developing safe awareness of mental health and wellbeing of children.

### **1.4 Creating a Culture of Safeguarding**

#### **1.4.1 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.

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

- Is disabled or has certain health conditions and has specific additional needs
- Have special educational needs (SEN) (whether or not they have a statutory Education, Health and Care Plan);
- Has a mental health need
- Is a young carer
- Is showing signs being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk at being radicalised or exploited
- Has a member of family in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- Is misusing drugs or alcohol themselves;
- Has returned home to their family from care;
- Is at risk of "honour"-based abuse such as FGM or Force marriage
- Is a privately fostered child;
- Is persistently absent from education, including persistent absences for part of the academy day
- 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

### 1.4.2 Culture

All staff at St John's have a role and responsibility to safeguard children and young people. We advise staff to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

#### All adults in the academy should:

- ✓ Be alert to issues affecting children and young people's welfare.
- ✓ Identify concerns early and provide help for children and young people to prevent concerns from escalating.
- ✓ Bring any concerns promptly to the attention of the academy's Designated Safeguarding Lead.
- ✓ Ensure all staff are aware of the process and principles for sharing information within the academy.
- ✓ **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in Appendix B

#### Contractors

- The academy will set out safeguarding requirements in the contract between the organisation and the academy.
- The academy will ensure that any contractor, or any employee of the contractor, who is to work at the academy, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information)
- For all other contractors who are not engaging in regulated activity relating to the children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required
- In cases where the contractor does not have opportunity for regular contact with children the academy will decide on whether a basic DBS disclosure would be appropriate.
- Under no circumstances will a contractor on whom no checks have been obtained will be allowed to work unsupervised or engage in regulated activity relating to children.
- If an individual working at the academy is self-employed, the academy will obtain a DBS check on their behalf as self-employed people are not able to make an application directly to the DBS on their own account.
- The academy will always check the identity of contractors on arrival and give them the leaflet on safeguarding processes within the academy.
- This will be recorded on the SCR.

#### Visitors

- All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings in a safe place during their visit.
- If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.
- Visitors are expected to sign the visitors' book and wear a visitor's badge and are provided with key safeguarding information including the contact details of safeguarding personnel in academy
- Visitors to the academy who are visiting for a professional purpose, such as educational psychologists and academy improvement officers, will be asked to show photo ID and:
- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out. Self employed visitors must show a DBS.

- All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the academy any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using academy facilities is not seeking to disseminate extremist views or radicalise students or staff
- All regular visitors will be asked to provide proof of up to date Child Protection Training and if this is not available will be required to complete EduCare Child Protection Training.

### **Trainee/student teachers**

Where applicants for ITT are salaried by the academy, the academy will ensure that all necessary checks are carried out. If these trainee teachers are engaging in regulated activity relating to children, an enhanced DBS check (including children's barred list information) must be obtained.

- Where trainee teachers are fee-funded, it is the responsibility of the ITT provider to carry out the necessary checks. The academy will obtain written confirmation from the provider that it has carried out pre-appointment checks and that the trainee has been judged by the provider to be suitable to work with children.
- This recorded on the SCR.
- All trainee/student teachers will read KSCIE Part One, complete EduCare course Child Protection Refresher.

### **Volunteers**

No volunteers on whom no checks have been obtained will be left unsupervised or allowed to work in regulated activity

- The academy will undertake a risk assessment and use their professional judgement and experience when deciding what checks, if any, are required
- The risk assessment should consider:
  - The nature of the work with children, especially if it will constitute regulated activity, including the level of supervision
  - What the academy knows about the volunteer, including formal and informal information offered by staff, parents, and other volunteers
  - Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability; and
  - Where the role is eligible for a DBS check and if it is what level is appropriate

Details of the risk assessment should be recorded.

- The academy will obtain an enhanced DBS check (which should include children's barred list information) for all volunteers who are new to working with regulated activity with children

All volunteers if volunteering on a regular basis will be required to provide proof of up-to-date Child Protection Training and if not able to provide this will complete EduCare Child Protection in Education Training.

## **1.5 The role of the curriculum – teaching about safeguarding**

Our students access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of life.

We provide opportunities for students to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being. The PSHE, RSHE and citizenship curriculum specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing pupil mental health and wellbeing.
- Developing strategies for self-protection including online safety



- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

## 1.6 Related policies and procedures

All policies which address issues of power and potential harm, for example anti bullying, equal opportunities, handling, positive behaviour, academy trips, visits and exchanges will be linked to ensure a whole academy approach.

## 1.7 Children with Special Educational Needs and Disabilities (SEND)

Students with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood, or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in students with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.

To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify students with additional communication needs and whenever possible, these students are given the chance to express themselves to a member of staff with appropriate communication skills.

## 1.8 Responsibilities of individuals and groups

### All staff will:

- All staff have a responsibility to provide a safe environment in which children can learn.
- The Teachers' Standards 2021 state that teachers (which includes Principals) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- All members of staff and volunteers will have read, signed and understood the academy's Code of Conduct – see Excalibur Employment Manual
- Be familiar with this safeguarding policy and read and understand Part One and Annexe A of **Keeping Children Safe in Education (KCSIE) (September 2021)** and signed to state they have read and understood both.
- Be subject to Safer Recruitment processes and checks on commencing work with the Academy. This includes supply staff, contractors, and volunteers.
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans.
- All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from foundation years through to the teenage years.
- Be alert to signs and indicators of possible abuse and issues affecting children and young people's welfare. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may be in need of help or protection.
- Be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap one another, therefore staff should be vigilant and always raise concerns with their DSL.
- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside of these environments. All staff, but especially DSLs 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 exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also

abuse their peers online, this can take the form of abusive, harassing and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

- Identify concerns and provide help for children and young people and young people to prevent concerns from escalating.
- Know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage a requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Be aware that abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it is key that staff are aware of how these experiences can affect children's mental health, behaviour and education.
- All staff to be aware that only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.
- Staff should take action on any mental health concerns that are also safeguarding concerns, following the academy's child protection policy and speaking to the DSL or deputy
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside academy and/or can occur between children outside of this environment.
- All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g., sexual exploitation, criminal exploitation, serious youth violence.)
- Record concerns and give the record immediately to the DSL (see record sheet in appendix E)
- **If a child is in immediate danger or is at risk of harm a referral should be made to children and young people's social care and/or the police immediately.** Anyone can make a referral. If a referral is not made by the DSL, the DSL must be informed of this as soon as possible afterwards.
- Participate in regular, appropriate safeguarding and child protection training every three years as a minimum to ensure that staff understand their role in safeguarding. Any member of staff not present at this whole academy session will receive this statutory training requirement on their return.
- Personally, report to the police cases where they discover that an act of FGM (female genital mutilation) appears to have been carried out.
- Report their concerns to the DSL if they think a pupil/student may be at risk of radicalisation or involvement in terrorism
- Report any incident of upskirting which is a form of peer-on-peer abuse and a criminal offence.
- Know the indicators that may signal a child is at risk from or involved with serious violent crime and report any such concerns to the DSL.
- Staff should refer concerns or allegations about supply staff to the Principal.
- Are fully aware of teaching online safety in academy's guidance.
- Complete a self-declaration form in addition to the enhanced DBS if employed in provision covered by the Childcare Regulations 2009 and within the scope of Disqualification under the Childcare Act 2006
- Are fully aware of any additional guidance due to national situations i.e., Covid 19 guidance.

#### **Academy Principals will:**

- Act as DSL or appoint a senior leader to the role who must be a member of the core SLT.
- Ensure all staff and volunteers receive appropriate, regularly updated safeguarding and child protection training.

- Ensure all staff have access to this policy and Part One of **Keeping Children and Young People Safe in Education (KCSIE) (September 2021)**
- Provide all staff with regular safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) or delegate to the DSL
- Ensure that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent
- Ensure all staff are aware of Whistleblowing procedures so they can act if concerned about safeguarding practice within the academy.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training, in line with Academy Staffing (England) Regulations 2009.
- Follow the correct procedures regarding allegations made against members of staff additionally informing the Head of HR.
- Acting as the “case manager” in the event of an allegation of abuse is made against another member of staff in agreement with the Head of HR.
- Give staff the opportunity to contribute to and shape safeguarding arrangements and child protection policy as recommended in **Keeping Children Safe in Education 2021**
- Ensure section 128 checks have been carried out on their governors.
- Follow local arrangements regarding safeguarding partners and child death review partner arrangements.
- Complete monitoring pro-forma by the Trust and return within time allocated.
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

#### **The Designated Safeguarding Lead (DSL) will:**

- Be a senior leader in the academy who is a member of the core SLT. Our DSL is **Maeve McNeill**
- Take lead responsibility for wider safeguarding and child protection within the academy
- During term time, the DSL will be available during academy hours for staff to discuss any safeguarding concerns.
- Safeguarding concerns out of academy hours can be raised using the safeguarding email located on the website.
- When the DSL is absent the deputy/deputies – **Dean Evans, Sally Kirkup or Colin Luker** will act as cover. If the DSL and deputy/deputies are not available a designated member of SLT will act as cover for example during out of term activities.
- The DSL will be given the time, funding, training, resources, and support to:
  - Provide advice and support to other staff on child welfare and child protection matters
  - Take part in strategy discussions and inter-agency meetings and/or support staff to do so
  - Contribute to the assessment of children
  - Refer suspected cases, as appropriate to the relevant body and support staff to make such referrals directly where appropriate
- The DSL will keep the Principal informed of any issues and liaise with the local authority case managers and designated officers for child protection concerns as appropriate.
- The full responsibilities of the DSL and deputy DSL are set out in their job descriptions.
- Update their knowledge and skills at regular intervals, at least annually. Participate in appropriate, multi-agency training at least every two years.
- Participate in Prevent training, provide advice and support to staff on protecting children and young people from the risk of radicalisation and extremism.
- Work with the DDSL and /or other members of the academy’s safeguarding team to promote safeguarding and child protection in the academy.
- Offer support to any staff dealing with cases or situations which cause distress. Seek outside support if necessary.
- Seek supervision where necessary.

#### **Excalibur Academies Trust Board will:**

The Board will ensure they facilitate a whole Trust approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and

policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

Where there is a safeguarding concern the Board will ensure that the policies and practices of its academies ensure that the child's wishes, and feelings are taken into account when determining what action to take and what services to provide. The Trust will ensure that in its academies systems are in place, and are well promoted, easily understood and easily accessible for children to confidentially report abuse, knowing their concerns will be treated seriously, and knowing they can easily express their views and give feedback.

The Board of Directors will approve this policy at each review, ensure it complies with the law and hold the CEO to account for its implementation.

The Board of Directors will have an overview of safeguarding and child protection issues across the Trust. This includes ensuring that each academy has –

- An effective child protection policy in place in each individual academy (which covers the points in KCSIE 2021 paragraph 85.) which is reviewed by the Board annually.
- A staff behaviour policy or code of conduct in place and signed by all staff
- Safeguarding responses in place for children who go missing from education to help identify those at risk of abuse and neglect
- A senior member of staff from each academy leadership is appointed to the role of safeguarding lead, there is a central team member with leadership of safeguarding and there is a safeguarding lead Board member
- Clear whistleblowing procedures and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed
- A process for sharing information with other professionals and safeguarding partners as set out in Working Together to Safeguard Children
- Robust recruitment practices, including meeting legal obligations on obtaining criminal record checks
- Procedures for all staff members to receive appropriate safeguarding and child protection training and to make sure they are aware of the systems within their academy
- Support Principals and LGBs in implementing and monitoring this policy.
- Ensure that all academies have appropriate filters and monitoring systems in place to ensure online safety without compromising learning opportunities.

### **The Local Governing Body (LGB) will:**

The Local Governing Body will adopt the model policy and ensure that it is personalised to their academy and published on the website.

- Ensure adequate training for themselves and academy staff takes place in line with local Safeguarding Children Board and national guidelines.
- Ensure appropriate filters and appropriate monitoring systems are in place to ensure online safety.
- Ensure child protection files are maintained as set out in this policy.
- Ensure appropriate Excalibur safer recruitment policy is adhered to
- Ensure all children are taught about safeguarding, including online safety
- Ensure all governors have completed a section 128 check.
- Ensure that an appropriate senior member of staff from the academy leadership team is appointed to the role of DSL.
- Appoint a named governor for Child Protection who liaises closely with the DSL and collaborates in producing an annual report for governors and the annual safeguarding audit for the local authority if required.
- The CEO will act as the “case manager” in the event that an allegation of abuse is made against the Principal, in agreement with the Head of HR
- All governors will read Keeping Children Safe in Education 2021.
- Ensure copies of safeguarding audit are sent to the Board safeguarding lead and Director of Strategy.
- Monitor the work of the academy in implementing this policy at a strategic level.

## 1.10 Confidentiality and information sharing

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection, or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

As an academy we recognise that:

- Timely information sharing is essential to effective safeguarding
- 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
- **The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe**
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests. The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Where children leave the academy, the DSL should ensure their child protection file is transferred to the new academy as soon as possible and a confirmation of receipt should be obtained. This file should be transferred separately from the main pupil file.
- The DSL should also consider if it would be appropriate to share any information with the new academy in advance of a child leaving.

Confidentiality is also addressed in this policy with respect to record-keeping in this policy.

## PART 2: Specific Safeguarding Issues and Related Procedure

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issue such as drug taking and/or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (it is illegal even if it is consensual) can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

### 2.1 Children in Care/Looked after children and previously looked after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual academy heads

- We have appointed a designated teacher, Maeve McNeill, Assistant Vice Principal, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual academy heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

In situations where a child in care may be put on to part time timetable, the academy will consult with the Virtual School for Looked After Children 01225 771679 - See more at: Children in Care - <http://www.wiltshire.gov.uk/children-young-people-contact#sthash.eMc4pop9.dpuf>

## **2.2 Private Fostering**

This is a private arrangement made for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. A relative, under the Children and young people Act 1989, is a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

Any private fostering arrangement of which we become aware must be referred to Children 's Services. Children's Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them.

## **2.3 Exclusions**

When the academy is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, we will consult any professionals and/or agencies working with the child and their family to determine the best course of action. Exclusions will be avoided where possible and alternative sanctions used if the child will be put at risk through exclusion.

## **2.4 So-called 'honour-based' abuse (including FGM and forced marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures

### **2.4.1 Female Genital Mutilation**

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from academy, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to a country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from academy
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Any teacher who discovers (either through disclosure by the victim or visual evidence) 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, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

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.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out: or discovers that a pupil aged 18 or over appears to have been a victim of FGM they must speak to the DSL and follow our local safeguarding procedures.

### **2.4.2 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. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

Speak to the pupil about the concerns in a secure and private place

Activate the local safeguarding procedures and refer the case to the local authority's designated officer Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or academy counsellor, as appropriate

### **2.4.3 Faith abuse**

The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.

## **2.5 Missing Children and Children Missing from Education**

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory academy age (5-16) with no academy place and not electively home educated)

The designated teacher for LAC discusses any unauthorised/unexplained absence of Looked After Children with Virtual Academy when required.

Children who do not attend academy regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family, we follow the WSCB procedure and refer to the MASH team as appropriate.



The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate.
- there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

Where there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

**All academies must inform the local authority of any pupil who fails to attend regularly, or has been absent without the academy's permission for a continuous period of 10 academy days or more, at such intervals as are agreed between the academy and the local authority**

## 2.6 Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is an action that:

- Endangers or causes serious violence to a person/people.
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system
- 

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

As with other safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children and young people who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Academies have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our academy being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our students to stay safe online at academy and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in students' behaviour. The government website Educate Against Hate and charity NSPCC says that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views

- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in below including discussing their concerns with the DSL. Staff should always take action if they are worried:

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which academy staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto: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 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

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 academies to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

To make a referral, the WSCB (Wiltshire Safeguarding Children Board) **Referrals Procedure** should be followed. A multi-agency assessment meeting (MASH) will determine the appropriate response and level of support to the family. Consideration of referrals to the Channel programme may be appropriate in some cases.

The Academy is aware of its responsibilities under the Counter Terrorism and Security Act 2015, specifically Section 26, and the Prevent Strategy to safeguard pupils who are at risk of radicalisation by identifying and risk assessing individual who may be drawn into terrorism, violent or non-violent extremism. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum and pastoral support to educate our pupils and to enable them to challenge these ideas. Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media. Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideals. Our IT filters

are regularly reviewed in order to prevent access to terrorist and extremist materials online at the academy.

## **2.7 Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and Serious violence**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something that the victim needs or wants, and/or financial advantage or increased status of the perpetrator or facilitator and/or through violence or threat of violence. CSE and CCE can affect children, both male and female and include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

### **2.7.1 Child criminal exploitation**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing academy or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **2.7.2 Child sexual exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

Sexual abuse may involve physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship. This includes 16- and 17-year-olds who can legally consent to have sex.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **2.7.3 Serious violence**

All staff should be aware of the indicators, which may signal children are at risk from, or involved with serious violent crime. These may include increased absence from academy, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from academy, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

## **2.8 Domestic violence**

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Older children may also experience domestic abuse and/or violence in their own personal relationships. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in academy (usually the designated safeguarding lead) before the child or children arrive at academy the following day.

The DSL will provide support according to the child's needs and update records about their circumstances.

## **2.9 Peer on Peer abuse, Sexual harassment, and sexual violence**

All staff should be aware that children can abuse other children (often referred as peer on peer abuse). And that it can happen both inside and outside of academy or online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and how to identify it and respond to reports.

In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online. All staff should understand, that even if there are no reports it does not mean

it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding peer on peer abuse they should speak their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter” 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.

Peer on peer abuse is most likely to include but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;(this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery); this is illegal
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may include an online element.)
- Upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

**For further information please see Section 4 of KCSIE 2021**

Consequently, peer on peer abuse is dealt with as a safeguarding concern and **not** managed through the systems set out in the academy behaviour policy. Procedures to minimise the risk of peer-on-peer abuse that are included in this policy;

Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by peer-on-peer abuse, will be supported through the school’s pastoral system and the support will be regularly monitored and reviewed.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

We acknowledge that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

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

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education
- established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously
- training to all staff so they understand that peer on peer abuse can happen and are trained to be alert to any behaviours that could cause concern

- a clear procedure for all staff to report all incidents as a safeguarding concern to the school D/DSL.

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to develop robust risk assessments and multi-agency safety planning with appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life.

The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.

## **2.10 Online Sexual Abuse**

The use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to): engage in sexual activity; produce sexual material/content; force a child to look at or watch sexual activities; encourage a child to behave in sexually inappropriate ways; or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children and young people online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.

## **2.11 Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL [and deputy/deputies] will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## **2.12 Children who need a social worker**

Students may need a social worker due to safeguarding or welfare needs and complex family circumstances. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

It is the responsibility of the Local Authority to inform the academy when a child has a social worker. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

## **2.13 Children who require mental health support**

**Academies have an important role to play in supporting the mental health and wellbeing of our students.**

- The academy has clear systems and procedures in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. <https://www.stjohns.excalibur.org.uk/uploads/policies/Mental-Health-Policy.pdf>
- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps for a safeguarding referral.
- If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.
- Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

## 2.14 Attendance

Academies must: monitor students' attendance through their daily register and agree with their local authority the intervals in which they will inform the LA of students who are regularly absent or who have missed 10 academy days or more without permission. Academies must also notify the authority if a pupil is to be deleted from the admission register in certain circumstances. Students who remain on an academy roll are not necessarily missing education, but academies should monitor attendance and address it when it is poor. Academies also have safeguarding duties under section 175 of the Education Act 2002 in respect of their students, and as part of this should investigate any unexplained absences.

## 2.15 Drugs

As part of academy's duty to promote students' wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities and to support the Government's drug strategy (2010) to provide information, advice and support to students via the curriculum

## 2.16 Off Site visits and exchange visits

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described in the appendices.

Any adult over 18 in a host family will be subject to DBS checks. We work with partner academies abroad to ensure that similar assurances are undertaken prior to any overseas visit by our students.

## 2.17 Online Safety and Mobile phones and cameras

Please see academy online safety policy

<https://www.stjohns.excalibur.org.uk/uploads/policies/Online-Safety-Policy.pdf>

It is essential that children are safeguarded from potentially harmful and inappropriate online material.

All academies ensure online safety is a running and interrelated theme whilst devising and implementing procedures and policies.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increase the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams. The academy will report any concerns to the Anti-Phishing Working Group (<https://apwg.org/>)

All academies will carry out an annual review of their approach to online safety and this will be completed by April each academic year. This will be sent to the Head of Safeguarding. The review that will be used will be from 360 safe website.

Staff are allowed to bring their personal phones to academy for their own use but will limit such use to non-contact time when students are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with students.

Staff will not take pictures or recordings of students on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the academy.

## **2.18 Use of “reasonable force” in academies**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom. St John’s follows DfE advice for schools is available at [Use of Reasonable Force in Schools](#).

All staff will follow our behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for ‘use of reasonable force.’ Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

## **2.19 Record Keeping and Information Sharing**

As an academy we keep our records on CPOMS an online secure system.

The Academy will:

- keep clear electronic records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate.
- ensure all pupil safeguarding and child protection records are kept securely in a secure online system.
- ensure the records incorporate the wishes and views of the pupil.

The records will include the following:

- a clear and comprehensive summary of the concern
- details on how the concern was followed up and resolved
- a note of any action taken, decisions reached and outcome

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2015) and in line with the local authority’s Record Keeping Guidance which includes details about file retention.

Information about students at risk of harm is shared with members of staff on a “need to know” basis. The D/DSL makes a judgement in each case.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:



- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Children’s Social Care. We follow this up by contacting Children’s Social Care directly.

## 2.20 Use of academy premises for non-academy activities

The academy ensures that when it hires out academy facilities to organisations or individuals ( for example community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe

The academy ensures that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these) and ensure that there are arrangements in place to liaise with the academy on these matters where appropriate.

The academy will ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises, and any failure to comply with this would lead to termination of the agreement.

## PART 3: Responding to Disclosures: Guidance for Staff

### 3.1 Dos and Don’ts for Staff

#### DO:

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully** and **tell** the child what you are going to do next.
- use the ‘**tell me**’, ‘**explain**’, ‘**describe**’ and/or mirroring strategy.
- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail using the Welfare Concern Record without delay, using the child’s own words where possible.
- 

#### DO NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- take notes while the pupil is speaking or ask the pupil to write an account.
- Do not ask leading questions
- try to investigate the allegation yourself.
- promise confidentiality e.g. say you will keep ‘the secret’.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in academy to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the Social Care team.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the Social Care team for advice. During term time, the DSL and/or a DDSL is always available during academy hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and students are encouraged to express and have their views given due weight in all matters affecting them.

**Recognise – Respond – Reassure – Refer - Record**

### 3.2 Reporting Concerns Flow Chart

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom and adult cloakrooms for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the child to talk.
- take notes while the child is speaking or ask the child to write an account.
- try to investigate the allegation.
- promise confidentiality e.g., say they will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH. In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

### 3.3 Reporting allegations against academy staff, including the Principal

As part of the whole academy approach to safeguarding the academy ensures that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the academy or college (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately.

We have created a culture where **all concerns about adults** (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately.

- If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the Principal. This includes low level concerns (see below) which can be shared with the Principal.
- If the concerns/allegations are about the Principal, speak to the chair of governors or the Chief Executive of the Trust.
- Any concern about a member of the central team of the Trust should be referred to the Chief Executive of the Trust
- If the concerns/allegations are about the Chief Executive of the Trust, then this should be referred to Chair of the Board
- The Principal/chair of governors will then follow the procedures set out in Appendix E.
- In Early Years the academy will inform Ofsted of the allegation and actions taken, within the necessary timescale
- All low-level concerns will be recorded in writing by the DSL and kept confidentially complying with the Data Protection Act 2018 and the UK GDPR.

- If a pattern of low level concerns is established this should then follow the guidance set out in Appendix E.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns by a report could jeopardise their colleague's career.

### What is a low-level concern?

The term "low level" concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in paragraph 338 of KCSIE 2021.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a "nagging doubt" – that an adult working in or on behalf of the academy may have acted in a way that:

- Is inconsistent with the staff code of conduct, 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

Any such concerns should be shared with the Principal immediately.

### 3.4 Early Help and Wiltshire Thresholds

At St John's all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL. As soon as the criteria are met, we refer to the Early Help Hub in Wiltshire to ensure intervention at the earliest possible stage.

The D/DSL uses

- the guidance on the Wiltshire Pathways website and the Digital Assessment and Referral Tool (DART) as appropriate as part of a holistic assessment of the child's needs.
- the Multi-Agency Thresholds for Safeguarding Children on the WSCB website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

### 3.5 Escalation

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to challenge decision-making as an entirely legitimate activity, as part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if a child's situation does not appear to be improving or if they do not feel a decision is right.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

### 3.6 Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the academy safeguarding regime. The Trust has a Whistleblowing policy detailed within its Employment Manual. The Whistleblowing policy should be followed to raise concerns about poor or unsafe practices at the Trust or potential failures by the Trust or its staff to properly fulfil its safeguarding responsibilities. Such concerns should be raised with the Principal and Head of HR.

If a staff member feels unable to raise an issue with the Principal in academy as above or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline  
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- The Safeguarding governor: [caroline.thomas@excalibur.org.uk](mailto:caroline.thomas@excalibur.org.uk)

## Appendices

### Appendix A: Key Documentation, Procedures and Guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2021) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by the Safeguarding Vulnerable People Partnership.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on academies and local authorities to safeguard and promote the welfare of students
- The Academy Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent Academy Standards) Regulations 2014, which places a duty on academies and independent academies to safeguard and promote the welfare of students at the academy
- Part 1 of the schedule to the Non-Maintained Special Academies (England) Regulations 2015, which places a duty on non-maintained special academies to safeguard and promote the welfare of students at the academy
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which 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 Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains academies' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children

This policy also complies with our funding agreement and articles of association.

### Appendix B: Types of Abuse and Neglect

Abuse and neglect are defined as:

*'The maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing 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 others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

#### Physical, sexual, emotional abuse and neglect

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

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

**Sexual abuse** 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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their academy policy and procedures for dealing with it.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

## **Appendix C: Role of the Designated Safeguarding Lead (DSL)**

Governing bodies should ensure an appropriate **senior member** of staff, from the academy **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the academy to carry out the duties of the post. They

should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

## Deputy Designated Safeguarding Leads

It is a matter for individual academies as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

Duties will include:

- **Managing referrals** to other agencies: the local authority children and young people's social care service in cases of suspected abuse; the Channel Programme where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or has left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies.
- **Working with other agencies** to fulfil statutory responsibilities in relation to children and young people, and young people subject to a child protection plan by attending or sending a representative to child protection conferences and implementing the multiagency child protection plan. Liaise with the Designated Officer for Allegations (DOFA) where there are concerns or allegations about a member of staff or volunteer at the academy. If there is an allegation against the Principal, the Chair or Vice Chair of Governors will liaise with the DOFA.
- **Undertaking training** to ensure they, and any deputies have the knowledge and skills required to carry out the role.
- **Raising awareness** to ensure safeguarding and child protection policies are known, understood and used appropriately within the academy. The DSL will also provide an annual report to the governing body on safeguarding and child protection activity within the academy.
- **Managing safeguarding information** through the collection, monitoring, reviewing, safe storage and transfer of safeguarding and child protection files in line with local Safeguarding Children and young people's Board guidance.

A more detailed description of the role of the DSL is explained in **Keeping Children Safe in Education (2021)**

## Appendix D: Safer Recruitment and DBS checks – Policy and Procedure

We will record all information on the checks carried out in the academy's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below and in KCSIE 2021 Part Three.

### New staff

When appointing new staff, we will:

- Verify their identity. It is advised that a birth certificate is used for this purpose.
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months

- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available or where an individual has worked in a post in an academy or college that brought them into regular contact with children which ended not more than three months prior to that person's appointment to the organisation.
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision 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 on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.
- We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.
- Regulated activity means a person who will be:
- Responsible, on a regular basis in a academy or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a academy or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where: We believe the individual has engaged in relevant conduct; or

The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or

The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and

The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the academy has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity

- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the academy.
- For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations 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/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

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.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations 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

### **Governors**

- All trustees, local governors and 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.
- All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained academy governor).
- The chair of the board will have their DBS check countersigned by the secretary of state.
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

### **Adults who supervise students on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.



We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

#### **Students staying with host families**

Where the academy makes arrangements for students to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the academy is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner academies abroad to ensure that similar assurances are undertaken prior to the visit.

## **Appendix E: Allegations of Abuse Made Against Staff**

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher or volunteer, has:

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

It applies regardless of whether the alleged abuse took place in the academy. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

The Trust will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. **The Head of HR must be contacted at the earliest opportunity.**

Our procedures for dealing with allegations will be applied with common sense and judgement and in line with the Employment Manual.

#### **Suspension of the accused until the case is resolved -**

- Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative (in consultation with the Head of HR).

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the academy so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the academy so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative academy or other work for the Excalibur Academy Trust

#### **Definitions for outcomes of allegation investigations -**

- Substantiated: there is sufficient evidence to prove the allegation

- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

### **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the Principal (or chair of governors [where the Principal is the subject of the allegation) – the ‘case manager’ – will take the following steps:

1. Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
2. Immediately discuss the allegation with the Head of HR and outline the steps to be taken by the Trust.
3. Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer and Head of HR (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
4. Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the academy is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, Head of HR, police and/or children’s social care services, as appropriate
5. If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer and the Head of HR. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the academy and their contact details.
6. If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer and Head of HR what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
7. If it is decided that further action is needed, take steps as agreed with the designated officer and Head of HR to initiate the appropriate action in academy and/or liaise with the police and/or children’s social care services as appropriate
8. Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Delegated Services provide support as would a trade union rep.
9. Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

10. Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
11. Make a referral to the DBS via the Head of HR where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child
12. Early Years providers will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.
13. If the academy is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
14. Where the police are involved, wherever possible Excalibur Academies Trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the academy's disciplinary process, should this be required at a later point.

#### **Additional considerations for supply staff**

Please note that the Employment Manual takes a broad approach to the meaning of 'staff' and therefore key policies on conduct will also apply to supply staff. For clarity these will include The Dignity at Work Policy, Code of Conduct, Anti-bribery and corruption policy, health and safety at work rules, disciplinary rules, whistleblowing policy, IT acceptable use policy, social media policy, communications policy and smoking, alcohol and drugs policy. Any concerns against any member of supply staff should be escalated in accordance with the appropriate policy.

Allegations of a safeguarding nature should therefore be dealt with in the same way as allegations against other staff and the Trust may therefore also need to liaise with the supply agency who supplied the member of staff. If there are concerns or an allegation is made against someone not directly employed by the academy, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer and Head of HR to determine a suitable outcome
- The Head of HR will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the academy, while the academy carries out the investigation
- We will involve the agency fully, but the academy will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)
- When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

#### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

### **Specific actions**

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services. The Head of HR will be included in this discussion.

### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the academy ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the academy's personnel adviser will discuss with the designated officer and the Head of HR whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

If the individual concerned is a member of teaching staff, the case manager and Head of HR will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation if they are still attending the academy.

### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Principal, or other appropriate person in the case of an allegation against the Principal, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

### **Confidentiality**

The academy will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, Head of HR, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **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 academy will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other 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.

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.

### **Learning lessons**

After any cases where the allegations are substantiated, we will review the circumstances of the case with the local authority's designated officer and Head of HR to determine whether there are any improvements that we can make to the academy's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

## **Appendix F: Covid Related Amendments**

**This addendum of the St. John's Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements for another lockdown eventuality or groups being sent home, in the following areas:**

### **1. Key contacts:**

Designated Safeguarding Lead - Maeve McNeill, [mmcneill@stjohns.excalibur.org.uk](mailto:mmcneill@stjohns.excalibur.org.uk), 01672 516156

Deputy Designated Safeguarding Leads - Dean Evans, Sally Kirkup, Colin Luker

Principal - Ian Tucker

Trust Safeguarding Lead – Catriona Mangham [catriona.mangham@excalibur.org.uk](mailto:catriona.mangham@excalibur.org.uk)

Chair of Governors/Safeguarding Governor - Caroline Thomas

### **Vulnerable Children**

- Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989. T
- Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a academy or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.
- Eligibility for free academy meals in and of itself should not be the determining factor in assessing vulnerability. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.
- St John's will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual academy head (VSH) for looked-after and previously looked-after children. The lead person for this will be Maeve McNeill.
- There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at

risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and St. John's will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID19, St. John's or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. St. John's will encourage our vulnerable children and young people to attend a academy, including remotely if needed.

- Attendance monitoring Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. St John's and social workers will agree with parents/carers whether children in need should be attending school – St. John's will then follow up on any pupil that they were expecting to attend, who does not. St. John's will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.
- To support the above, St. John's will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, St. John's will notify their social worker.

## **2. Designated Safeguarding Lead -**

- St. John's has a Designated Safeguarding Lead (DSL) and a Deputy DSL. The Designated Safeguarding Lead is Maeve McNeill Deputy Designated Safeguarding Leads are Dean Evans, Sally Kirkup and Colin Luker.
- The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection spreadsheet and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.
- It is important that all St. John's staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.
- Reporting a concern. Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via the electronic welfare form, which can be done remotely.
- Staff are reminded of the need to report any concern immediately and without delay. Where staff are concerned about an adult working with children in the school, they should follow the school procedures. If there is a requirement to make a notification to the Principal whilst away from school, this should be done verbally and followed up with an email to the Principal.
- Concerns around the Principal should be directed to the Chair of Governors: Caroline Thomas.
- Excalibur Academies Trust will continue to offer support in the process of managing allegations.

## **3. Safeguarding Training and induction HR procedures**

- DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. All existing academy staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2021).
- The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child. Where new staff are recruited, or new volunteers enter St. John's, they will continue to be provided with a safeguarding induction.
- If staff are deployed from another education or children's workforce setting to our academy, we will take into account the DfE supplementary guidance on safeguarding

children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual.

- For movement within the Trust, academies should seek assurance from Excalibur Academies Trust's HR Manager that the member of staff has received appropriate safeguarding training. Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.
- Safer recruitment/volunteers and movement of staff. It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.
- When recruiting new staff, St John's will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2021) (KCSIE).
- In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.
- Where St. John's are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. St John's will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.
- St. John's will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)
- Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.
- As such, St. John's will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

#### **4. Online safety -**

- St. John's will continue to provide a safe environment, including online. This includes the use of an online filtering system.
- Where students are using computers in school, appropriate supervision will be in place.
- Children and online safety away from school and college. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.
- Online teaching should follow the same principles as set out in the MAT code of conduct.
- St. John's will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- Here are some things to consider when delivering virtual lessons, especially where webcams are involved:
  - No 1:1s, groups only
  - Staff and children must wear suitable clothing, as should anyone else in the household.
  - Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.

- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Excalibur Academies MAT to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

#### **5. Supporting children not in school -**

- St. John's is committed to ensuring the safety and wellbeing of all its Children and Young people. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded on an electronic welfare form, as should a record of contact have made. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.
- St. John's and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.
- The school will share safeguarding messages on its website and social media pages. St. John's recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.
- Teachers at St. John's need to be aware of this in setting expectations of pupils' work where they are at home.

#### **6. Supporting children in school -**

- St. John's is committed to ensuring the safety and wellbeing of all its students.
- St. John's will continue to be a safe space for all children to attend and flourish.
- The Principal will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.
- St. John's will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19. S
- St. John's will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on an electronic wellbeing form. Where St. John's has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the Trust.

#### **7. Peer on Peer Abuse -**

- St. John's recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.
- Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy. The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded on the Child Welfare and Protection Form and appropriate referrals made.

#### **8. Support from the Multi-Academy Trust -**

- Excalibur Academies Trust's Safeguarding Strategy lead will provide support and guidance as appropriate to enable the DSL to carry out their role effectively. This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction. Excalibur Academies Trust will also provide regular group and individual supervision sessions if requested – contact [catriona.mangham@excalibur.org.uk](mailto:catriona.mangham@excalibur.org.uk) . This may take the form of an online meeting.