

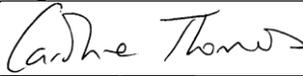
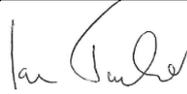


Excalibur Academies Trust St John's Marlborough Safeguarding and Child Protection Policy and Procedures

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	September 2020	Catriona Mangham	September 2021

Ratification

Role	Name	Signature	Date
Chair of Governors	Caroline Thomas		08/10/2020
Principal	Ian Tucker		08/10/2020

Details of Policy Updates

Date	Details
29.09.2017	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
03.09.2018	Updated to reflect new guidance in KCSiE 2018
06.09.2019	Updated following the publication of KCSiE 2019 (upskirting and serious violence)
17.01.2020	Revised to align with Excalibur EYFS policy
15.09.2020	Updated to reflect updated guidance in KCSiE 2020

Key Safeguarding Personnel at the Academy

Role	Name	Tel	Email
Principal	Ian Tucker	01672 516156	itucker@stjohns.excalibur.org.uk
Designated Safeguarding Lead (DSL)	Maeve McNeill	01672 516156	mmcneill@stjohns.excalibur.org.uk
Deputy DSL(s) (DDSL)	Dean Evans Sally Kirkup Colin Luker	01672 516156	devans@stjohns.excalibur.org.uk skirkup@stjohns.excalibur.org.uk cluker@stjohns.excalibur.org.uk
Nominated Governor	Caroline Thomas	01672 516156	caroline.thomas@excalibur.org.uk
Chair of governors	Caroline Thomas	01672 516156	caroline.thomas@excalibur.org.uk
Designated teacher for Looked After Children	Maeve McNeill	01672 516156	mmcneill@stjohns.excalibur.org.uk
EAT Board member responsible for safeguarding	Jeanette Longhurst	01672 516156	jeanette.longhurst@excalibur.org.uk
EAT Trust Safeguarding Lead	Catriona Mangham		Catriona.mangham@excalibur.org.uk
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2020)			

Wiltshire essential contact details

Children's Social Care referrals 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
Wiltshire Designated Officer For Allegations (DOFA):	01225 713945
Early Help Single Point of Entry	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 (2020)
- Non-statutory interim guidance: COVID-19: safeguarding in schools, colleges and other
- Safeguarding Vulnerable People Partnership (formerly WSCB)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)

See Appendix A for further relevant guidance documents

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school'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 and physical health or development and
- 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; school behaviour and preventing bullying; supporting pupils 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 pupils:

- Recruitment and Selection
- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff (for safer working practice)
- Anti-Bullying
- Behaviour for Learning Policy
- E-Safety
- Self-Harm
- Attendance and punctuality Policy
- Sex and Relationships Education Policy

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, 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 school (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 school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

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

1.3 Overall Aims

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

- Clarifying standards of behaviour for staff and pupils/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 pupils/students face by helping them address concerns at the earliest possible stage
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation.
- Working in partnership with pupils/students, parents and agencies to keep children and young people safe.

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.

- We give special consideration to children who:
- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

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

Visitors

All visitors complete a signing in/out form, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school. Visitors will be given a green lanyard if they have presented their DBS or a red one if they do not have DBS. Anyone wearing a red lanyard will never be alone with students.

Scheduled visitors in a professional role (e.g. fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary and check the organisation compliances with safeguarding procedures.

1.5 The role of the curriculum – teaching about safeguarding

Our pupils 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 pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- 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, school trips, visits and exchanges will be linked to ensure a whole academy approach.

1.7 Children with Special Educational Needs and Disabilities (SEND)

Pupils 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 pupils 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 pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

1.8 Reasonable Force

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. 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.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups.

1.9 Responsibilities of individuals and groups

All staff will:

- All members of staff and volunteers will have read, signed and understood the school's Code of Conduct – see EAT 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 2020)**
- 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;
- Be alert to signs and indicators of possible abuse and issues affecting children and young people's welfare.
- 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.
- 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's 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.
- Know what to do if a child tells them he/she is being abused or neglected.
- Staff should take action on any mental health concerns that are also safeguarding concerns, following the school'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 school 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 school 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 headteacher.
- Are fully aware of teaching online safety in schools 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.

The Principal will:

- Act as DSL or appoint a senior leader to the role whom must be a member of 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 2020)**
- Provide all staff with regular safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings)
- 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 take action 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 2020**
- 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

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 safeguarding and child protection within the academy
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
- The DSL can be contacted out of school hours by email.
- When the DSL is absent the deputies – Dean Evans, Sally Kirkup and Colin Luker – will act as cover. If the DSL and deputies are not available Ian Tucker 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.

The Excalibur Academies Trust board will:

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 school
- 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 the academy leadership is appointed to the role of safeguarding lead
- 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 school
- Support Principals and LGBs in implementing and monitoring this policy.

Local Governing bodies (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 all children are taught about safeguarding, including online safety
- Ensure all governors have completed a section 128 check.
- 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
- 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

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 a school 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)

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

PART 2: Specific Safeguarding Issues and related procedures

2.1 Children in Care/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. 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 school heads
- We have appointed a designated teacher, Maeve McNeill, 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 school 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 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 school, 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 her country of origin or another 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 school
- 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 pupils.

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

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 school age (5-16) with no school place and not electively home educated)

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

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.

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 school 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.

Schools 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 school 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 pupils to stay safe online at school 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 pupils' behaviour. The government website Educate Against Hate and charity NSPCC say 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 school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 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 on line at the academy.

2.7 Child Sexual Exploitation (CSE) and Criminal Exploitation (CCE)

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, and

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.

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 school 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 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.

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. 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.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

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.

2.8 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 school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

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

2.9 Peer on Peer abuse

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and (sexting) put children in danger. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include but may not be limited to:

- Bullying (cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting; (please note this is now a criminal offence)
- Initiation/hazing type violence and rituals.
- Upskirting

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

- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- recognition of the gendered nature of peer on peer abuse (i.e.), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as:
 - sexual violence and sexual harassment.
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexting (also known as youth produced sexual imagery)
 - Upskirting
 - initiation/hazing type violence and rituals.

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 deputies] will be aware of contact details and referral routes into 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

Pupils 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 school 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

Schools have an important role to play in supporting the mental health and wellbeing of our pupils. The school has clear systems and procedures in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Please refer to our [Mental Health Policy](#)

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.

2.14 Attendance

Academies must: monitor pupils' attendance through their daily register and agree with their local authority the intervals in which they will inform the LA of pupils who are regularly absent or who have missed 10 school 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. Pupils 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 pupils, and as part of this should investigate any unexplained absences.

2.15 Drugs

As part of academy's duty to promote pupils' 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 pupils 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 schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

2.17 Mobile phones and cameras

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

Staff will not take pictures or recordings of pupils 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 school.

2.18 Record Keeping and Information Sharing

The Academy will:

- keep clear written 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. Appendix E
- ensure all pupil safeguarding and child protection records are kept securely in a locked location.

- ensure the records incorporate the wishes and views of the pupil.

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 pupils 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.

The DSL liaises with partner agencies as part of ‘Encompass’ in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child’s circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

PART 3:

3.1 Responding to disclosures: guidance 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.
- try to investigate the allegation yourself.
- promise confidentiality e.g. to 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 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. (See 3.2)

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

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

3.1 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 Wiltshire Early Help Service 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.

3.2 Reporting Concerns Flow Chart - (Children and young people living in Wiltshire)

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 several locations around the school including the staffroom and adult cloakrooms for easy reference.

3.3 Reporting allegations against school staff, including the Principal

- 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 headteacher. If the concerns/allegations are about the headteacher, speak to the chair of governors.
- The headteacher/chair of governors will then follow the procedures set out in Appendix E.
- In Early Years the school will inform Ofsted of the allegation and actions taken, within the necessary timescale

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.

3.4 Early Help

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 of concerns

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

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in

response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

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 school 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, Ian Tucker and Head of HR in school, Kim Jones.

If a staff member feels unable to raise an issue with the Principal, Ian Tucker in school 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.
- A member of the governing body: Caroline Thomas

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 (2020) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School 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 School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015, which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school
- 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 schools' 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 meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

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

Appendix B: Types of abuse and neglect

Abuse and neglect is 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.’

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

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

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

Governing bodies should ensure an appropriate **senior member** of staff, from the school **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 school 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 schools 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 (2020)**

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

We will record all information on the checks carried out in the school'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.

New staff

When appointing new staff, we will:

- Verify their identity
- 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
- 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
- Academies, including free schools, and independent schools add:
- 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 school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school 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 school 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 school.
- 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 school 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 pupils 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.

Pupils staying with host families

Where the school makes arrangements for pupils 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 school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools 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 school. 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 school 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 school 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 school 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 headteacher (or chair of governors [where the headteacher 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 school 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 school 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 school 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 school 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 school'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 school, 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 school, while the school carries out the investigation
- We will involve the agency fully, but the school 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 school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school'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.

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 school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, 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 school 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 school 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 school'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-19 Related Amendments

COVID-19 school closure arrangements for Safeguarding and Child Protection at St. John's Context From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. In September 2020 all students were expected to return to school but plans were put in place should there be a case within the school and groups, or bubbles of staff and students needed to be sent home.

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, 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

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.
- 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 school 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 school 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 school 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 school, 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 school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020).
- 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 school, 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, schools 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 (2019) (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
- 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 . This may take the form of an online meeting.

Appendix G Excalibur Child Welfare and Child Protection Concern Record

For completion where child welfare or child protection concerns are identified in accordance with the school's child protection policy. This record should be completed by the adult who first observed the concern and reported to the school Designated Safeguarding Lead (DSL) without delay. The DSL will review and report concerns where appropriate to other partner agencies, including social care, if a child is deemed to be in need or at risk of significant harm or in need. **This information will be disclosed only to staff on a need-to-know basis for the purposes of child protection. Please note that a new form is required for each new concern. Please complete all sections marked ***

Date of alleged * incident/disclosure/concern		Date/time of report *	
YEAR GROUP* (circle) R 1 2 3 4 5 6 7 8 9 10 11 SF			
Name of child/ren *		DOB	
Child's address <i>(to be completed by DSL)</i>			
Name of person making this record * (PLEASE PRINT)		Role in school *	
Signed as a true record *		Date * DD/MM/YY	

Nature of concern * Attach additional sheet(s) if necessary <i>(include observations, child's own words where possible; exact words must be used even if they offend)</i> Please write legibly and do not use acronyms.									
Any other relevant information * (previous concern, other professionals involved/SEN details etc.)	SEN <input type="checkbox"/> PP <input type="checkbox"/>								
Current status with Early Help or Children's Social Care (please tick & add name where known) 01380 826250	None	CAF	Y N	Known to Social Care	Y N	Allocated social worker	Y N	Child Protection Plan	Y N

This section is to be completed by the school's Designated Safeguarding Lead (DSL)

Name of DSL reviewing the concern		Date:
Concerns should be shared with parent/carer, unless to do so may place a child/ren at increased risk of harm (if in doubt consult with children's social care).		
<p>Further action taken</p> <p>Please also record whether concerns were shared with:</p> <ul style="list-style-type: none"> • parents/carers • MASH 0300 456 0108 • CAMHS 01865 904666 <p>and if not outline reason(s)</p>	<p>PARENTS INFORMED <input type="checkbox"/></p> <p>MASH INFORMED <input type="checkbox"/></p>	Date:
Final outcome (continue overleaf)		Date:

Children must not be undressed or photographs taken of any marks or injuries

