



Safeguarding Policy

Last reviewed: September 2017

To be reviewed: Annually

We in Leading Learners are committed to ensuring our own ‘gold standard’ safeguarding supervision.

The commitment is based on ensuring a high quality integrated approach that goes beyond compliance and reflects a true culture of safeguarding. There are four broad principles that underpin this standard:

- 1) School leaders will have a **clear strategic overview of safeguarding provision** in their schools with an associated action plan to develop practice. The strategic overview will be underpinned by **focussed self-evaluation procedures** including the systematic review and evaluation of key information and indicators.
- 2) **A responsive, explicit curriculum** (age appropriate), that is reflective of national, local and community issues and help keep children safe beyond the school gate. This includes a focus on promoting an understanding of protected characteristics within the schools’ equalities duties.
- 3) A commitment to **support systems leadership beyond the school** and fulfil the duty to cooperate by working with partner agencies, local authorities and the local safeguarding children board (LSCB) to and support local alignment and provision.
- 4) **Communication** and engagement with parents, families and children is highly visible and accessible (including those on school websites) and reflect our commitment to keeping children safe in a clear, parent/child user friendly format.

To ensure the quality of provision and to maintain a focus on the quality of safeguarding provision the trust will carry out a regular external review to ensure compliance with this policy. This will form part of all headteacher/ heads of school performance management objectives.

Cross-reference policies/documents:

- Child protection
- Behaviour
- Serious Incidents
- Attendance/exclusion
- SEND
- Disability access plan
- Equalities duty
- Curriculum
- Children who go missing
- Safer recruitment
- Complaints/Whistle Blowing
- Physical restraint
- Lockdown
- Intimate care

The following guidance draws on Ofsted handbook for the inspection of safeguarding in schools 2016.

Beyond compliance – creating a safeguarding culture in schools

School leaders, trustees and all staff are committed to creating a culture of vigilance and mindset where children's and learners' welfare is promoted and timely and appropriate safeguarding action is taken for children or learners who need extra help or who may be suffering or likely to suffer harm. In reflecting on the effectiveness of the culture of safeguarding and identifying aspects for development school leaders will ensure that:

- Leaders and governors fulfil statutory requirements, such as those for disability, safeguarding, recruitment and health and safety.
- Child protection and staff behaviour policies and procedures are in place and regularly reviewed to keep all children and learners safe.
- Staff, leaders and managers recognise that children and young people are capable of abusing their peers and this risk is covered adequately in the **child protection policy**.
- **The child protection policy** reflects the additional barriers that exist when recognising the signs of abuse and neglect of children who have special educational needs and/or disabilities.
- Children and learners feel safe.
- Staff, leaders, governors, trustees and volunteers receive appropriate **training** on safeguarding at **induction** that is updated regularly. In addition, they receive information (for example, via emails, e-bulletins and newsletters) on safeguarding and child protection at least annually.
- All staff demonstrate knowledge of their responsibilities relating to the protection of children, young people and vulnerable adults and the thresholds at which rapid action is required.
- Staff are supported to have a good awareness of the signs that a child or learner is being neglected or abused, as described in 'What to do if you're worried a child is being abused'.
- A designated senior member of staff in charge of safeguarding arrangements has been trained to the appropriate level and understands their responsibilities relating to the protection of children, young people and vulnerable adults and the safeguarding of all learners.
- Designated members of staff undertake safeguarding training every two years and their knowledge and skills should be refreshed at regular intervals, but at least annually.
- During term time, or when the school is in operation, the designated safeguarding lead or an appropriately trained deputy should be available during opening hours for staff to discuss safeguarding concerns.
- The school identifies children or learners who may be at risk.

- The school has clear **policies** and procedures for dealing with **children and learners who go missing from education**, particularly those who go missing on repeat occasions. Leaders, managers and staff are alert to signs that children and learners who are missing might be at risk of abuse or neglect.
- Appropriate action is taken when children and learners stop attending the school or do not attend regularly; for schools, this includes informing the local authority when a pupil is going to be deleted from the register.
- Action is taken to ensure that children are taught about safeguarding risks, including online risks.
- There is a clear approach to implementing the **Prevent duty** and keeping children and learners safe from the dangers of radicalisation and extremism.
- The school takes effective action to prevent and tackle discriminatory and derogatory language – this **includes language that is derogatory about disabled people and homophobic and racist language**.
- Children and learners are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them.
- Staff, leaders and managers understand the risks posed by adults or young people who use the internet to bully, groom or abuse children, young people and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to keep themselves safe.
- Teachers understand their mandatory duty to report to the police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18.
- Staff, leaders and managers oversee the safe use of electronic and social media by staff and learners and take action immediately if they are concerned about bullying or risky behaviour.
- Appropriate filters and monitoring systems are in place to protect learners from potentially harmful online materials.
- Appropriate arrangements are made with regards to health and safety to protect staff and learners from harm.
- The setting's premises provide a safe learning environment with secure access.

The trust 'gold' standard for successful safeguarding arrangements

For schools that have secure safeguarding culture, we expect the four key principles to underpin and inform the following:

- Children and learners are protected and feel safe.
- Those who are able to communicate know how to complain and understand the process for doing so.
- A strong, robust and proactive response from adults working with children and learners reduces the risk of harm or actual harm to them.
- Adults working with children know and understand the indicators that may suggest that a child, young person or vulnerable adult is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.
- Leaders and managers have put in place effective child protection and staff behaviour policies that are well understood by everyone in the school.
- **All staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner.**
- There is named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners.
- Children and learners can identify a trusted adult with whom they can communicate about any concerns.
- Children know that adults listen to them and take their concerns seriously.
- Where children or learners have been or are at risk, the trusted adult has been instrumental in helping them to be safe in accordance with agreed local procedures.
- Children who are unable to share their comments, for example very young children, form strong attachments to those who care for them through the effective implementation of the key person system.
- Written **records are made in an appropriate and timely way and are held securely** where adults working with children or leaders are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.
- Any child protection and/or safeguarding concerns are shared immediately with the relevant local authority. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives.
- Where the **concern is an allegation about a member of staff** in a school, or another type of safeguarding issue affecting children and young people, the matter should be referred to the local authority in which the school is located.

- A record of all referrals about staff to the local authority is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child or learner from further harm.
- There is evidence, where applicable, that staff have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism or that they have sought additional advice and support.
- Children and learners are supported, protected and informed appropriately about the action the adult is taking to share their concerns. Parents are made aware of concerns and their consent is sought in accordance with local procedures unless doing so would increase the risk of harm to a child.
- There is a written plan in place that has clear and agreed procedures to protect a child. For the children who are the subject of a child in need plan or child protection plan or who are looked after, the plan identifies the help that the child should receive and the action to be taken if a professional working with the child has further concerns or information to report.
- **Children who go missing** from the setting they attend receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and their impact is minimised. Staff are aware of, and implement in full, local procedures for children who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed.
- **Comprehensive records are held and shared between the relevant agencies** to help and protect children. In relation to early years they implement the requirements of the 'Statutory framework for the Early Years Foundation Stage' when children go missing while in the care of the provider.
- Any risks associated with children and learners offending , misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with local authority children's social care service or other relevant agency.
- There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate.
- Children and learners are protected and **helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination**. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.
- Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children or learners.

- Adults have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe.
- Leaders oversee the **safe use of technology** when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being. Leaders of early years implement the required policies with regard to the safe use of mobile phones and cameras in settings.
- Leaders and staff make clear **risk assessments** and respond consistently to protect children and learners while enabling them to take age-appropriate and reasonable risks as part of their learning, growth and development.
- Children and learners feel secure and, where they may present risky behaviours, they experience positive support from all staff.
- Young children demonstrate their emotional security through the attachments they form with those who look after them and through their physical and emotional well-being.
- Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children and learners' behaviour. They develop effective responses as a team and review those responses to assess their impact, taking into account the views and experiences of the child or learner.
- Positive behaviour and relationships are promoted consistently. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children and learners.
- **Reasonable force**, including restraint, is only used in strict accordance with the legislative framework to protect the child and learner and those around them. All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood. Monitoring of the management of behaviour is effective and the use of any restraint significantly reduces or ceases over time.
- **Staff and volunteers** working with children and learners **are carefully selected and vetted** according to statutory requirements. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children and learners or place them at risk.
- There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive **regular supervision** and support if they are working directly and regularly with children and learners whose safety and welfare are at risk.
- The **physical environment for children and learners is safe** and secure and protects them from harm or the risk of harm.
- All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child or learner.

- Staff know how to make a complaint and understand policies on **whistleblowing** and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners.

Appendix 1

Safeguarding and Trustees Responsibilities

1. Trustees aim is to ensure safe and secure provision for children and learners across all schools through effective monitoring and evaluation. Safeguarding the welfare of children and learners is part of the trusts core business for all staff, who are expected to be aware of their responsibilities in this regard.
2. All trust schools should be safe environments where children, young people and adults can learn and develop. Trustees will consider how well leaders and managers in schools have created a culture of vigilance where children's and learners' welfare is promoted and where timely and appropriate safeguarding action is taken for children or learners who need extra help or who may be suffering or likely to suffer harm.
3. Trustees will evaluate how well schools fulfil their statutory and other responsibilities and how well staff exercise their professional judgement in keeping children and learners safe in a strong culture of safeguarding.
4. It is essential that trustees are familiar with the content of the following key documents:
 - The Department for Education's (DFE) statutory guidance for schools and colleges, '**Keeping children safe in education**', which sets out the responsibilities placed on schools and colleges to safeguard and promote the welfare of children. A revised version of the guidance has been published which applies from 5 September 2016.
 - The statutory guidance '**Working together to safeguard children**' which applies to organisations and professionals who provide services to children.
 - **Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security act 2015** to have due regard to the need to prevent people from being drawn into terrorism' HM Government, 2015, including specific guidance with respect for further education.
 - The DFE has provided additional guidance for school and childcare providers '**The prevent duty: for schools and childcare providers**'.
5. Trustees should be familiar with the content of the following additional key documents:
 - Statutory framework for early years foundation stage**: setting the standards for learning, development and care for children from birth to five', DfE 2014.
 - 'Disqualification under the Childcare Act 2006**. Statutory guidance for local authorities, maintained schools, independent schools, academies and free schools', DfE, June 2016.

Appendix 2

Definition of safeguarding

1. In relation to children and young people, safeguarding and promoting their welfare is defined in 'Working together to safeguard the children' as:
 - protecting children from maltreatment
 - preventing impairment of children's health or development
 - ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes

1. **Safeguarding action may be needed to protect children and learners from:**
 - Neglect / physical abuse/ sexual abuse/ emotional abuse
 - bullying, including online bullying and prejudice-based bullying
 - racist, disability and homophobic or transphobic abuse
 - gender-based violence/ violence against women and girls
 - radicalisation and/or extremist behaviour
 - child sexual exploitation and trafficking
 - the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
 - teenage relationship abuse
 - substance misuse
 - issues that may be specific to a local area or population, for example gang activity and youth violence
 - domestic violence
 - female genital mutilation
 - forced marriage
 - fabricated or induced illness
 - poor parenting, particularly in relation to babies and young children

Other issues not listed here but that pose a risk to children, young people and vulnerable adults.

2. Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:
 - children's and learners' health and safety and wellbeing, including their mental health
 - meeting the needs of children who have special educational needs and/or disabilities
 - the use of reasonable force
 - meeting the needs of children and learners with medical conditions
 - providing first aid
 - educational visits
 - intimate care and emotional well-being
 - online safety and associated issues

Appropriate arrangements to ensure the children's and learners' security, taking into account the local context.

What does safeguarding look like in a Leading learners school?

- Safeguarding is a standing agenda item at each weekly briefing and safeguarding scenarios and questions are shared and discussed, keeping messages of safeguarding alive constantly.
- At governors' meetings, Safeguarding is a standing agenda item. There is a named governor for safeguarding who visits school at least termly and where else appropriate e.g. for absence meetings with persistent absence families.
- SLT/Governors review Safeguarding systems in school, ensure they are robust and effective, and ask the question- Are we good enough in our establishment?
- Schools know their thresholds for a serious incident- and refer to their schools local authority Threshold guidance document:
 - For Wigan schools this is **Threshold of Needs guidance** document found on LA website.
 - For Bradford schools this is **Bradford's Threshold of Need document** found on LA website.
- School leaders and staff are aware of and understand priorities for their local safeguarding children's board. They use this information to gain a strategic overview of case reviews in the area, which empowers school to learn lessons so that these failings do not happen again.
- Pupil voice in school about safeguarding is carried out termly, findings acted upon, and practice/curriculum improved where necessary.
- Pupils confidently articulate safeguarding procedures in their school.
- Site manager and Headteacher ensure site safety both internally and externally and carry out weekly site walks. Notes are kept and disseminated to staff so that they are aware of strengths and areas for development.
- Risk assessments are written and evaluated where appropriate and signed off by HT/DHT in HT absence. Any training staff require in this area is delivered.
- In collaboration with an outside agency or body school leaders carry out regular file audits and ask the question- What lessons do the school learn from this?
- Single central record is updated to include training, safer recruitment, reference checks, DBS, updated personal details etc.
- Procedures around when a member of staff returns to work are taken into account and they are fully briefed on what they have missed during their absence.
- Regular training is delivered and staff are then given quizzes after the training to elicit their understanding and highlight any potential misconceptions.

- Any community-based issues that are ad-hoc are addressed through the curriculum, which shows a responsive and fluid curriculum.
- Schools consolidate links with the Police and Fire service etc so that safety sessions are delivered to the appropriate age groups in school.
- Schools celebrate Safeguarding week in October of each year and highlight the importance of issues such as PANTS (NSPCC campaign) etc.
- Key performance indicators – i.e. serious incidents, attendance, exclusions, case reviews, physical restraint, racist, homophobic bullying etc. – impact on achievement are tracked and any patterns/ trends that emerge are identified and acted upon using a solution focussed approach.
- Parent/family friendly paper work is used and considered when reporting things such as serious incident review or restraint. These include the voice of the child and parents/carers.
- School website displays the trust policy and school policy.
- The school website has a three-click rule so that parents/carers can find information easily as and when they need to.
- A charter for parents/carers on how we keep their children safe is included on the school website.
- The school website contains useful phone numbers/ contact details for agencies etc should any parents/carers be distressed and need support.