THE PRIORY
LEARNING TRUST

SAFEGUARDING & CHILD PROTECTION POLICY

Statutory

Policy Approved by the Board of Trustees

Signed:

Name: John W. Richardson **Date:** 1.9.17

Chair of Board of Trustees

Authorised for Issue

Signed:

Name: Neville Cole **Date:** 6/10/17

Executive Principal

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History of Policy Changes

Version	Author/Owner	Drafted	Origin of Change / Comments	Changed by
1	Lisa Smith	June 2017	Creation of policy.	Adam Griffin

This policy applies to the following entities within The Priory Learning Trust:

- Priory Community School Academy (PCSA)
- Worle Community School Academy (WCSA)

Date policy adopted	September 2017
Review cycle	Annual
Review date	September 2018

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1. Introduction

The Priory Learning Trust (PLT) is clear about the responsibilities that its schools have in relation to safeguarding and promoting the welfare of children.

Section 175 of the Education Act 2002 places a duty on academies to exercise their functions with a view to safeguarding and promoting the welfare of children. In order to fulfill our duty under sections 157 and 175 of the Education Act 2002, all educational settings to which the duty applies should have in place the arrangements set out in chapter 2, paragraph 4, of "Working Together to Safeguard Children" March 2015. In addition, the PLT should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, "Keeping Children Safe in Education" September 2016. https://www.gov.uk/government/publications/keeping---children---safe---in---education-----2

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

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

2. Policy

This applies to **ALL** staff, Academy Council, volunteers and visitors working in all PLT schools. There are six main elements to our policy:

- Establishing a safe environment in which children can learn and develop.
- Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with children and create a culture of vigilance.
- Raising awareness of and responding appropriately to safeguarding and child protection issues (which includes annual staff training and regular updates).
- Equipping children with the skills needed to keep them and others around them safe.
- Having clear procedures for identifying additional needs and reporting cases, or suspected cases, of abuse and allegations against teachers and other members of staff.
- Supporting students who have been abused in accordance with a Child Protection Plan.

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3. Procedures

The PLT's procedures for safeguarding children will be in line with North Somerset Safeguarding Children's Board (NSSCB) and the South West Child Protection Procedures which have been adopted by North Somerset Local Authority
http://www.nsomersetlscb.org.uk and www.swcpp.org.uk

We take account of statutory guidance on inter-agency working to safeguard and promote the welfare of children including "Working Together to Safeguard Children" 2015:

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

We will adopt "Keeping Children Safe in Education" as stated by the NSSCB and will ensure that all individuals we engage to work within our school are made aware of this guidance.

Any concerns raised about any safeguarding issues can be raised through the each school's safeguarding team, the safeguarding trustee for the PLT and the Whistleblowing Policy. General guidance on whistleblowing can be found at:

NSPCC whistleblowing helpline

4.1 Safer Recruitment

We will follow relevant guidance in "Keeping Children Safe in Education" September 2016 (Section 3 Safer Recruitment) and from the Disclosure and Barring Service (DBS):
http://www.northsomersetlscb.org.uk/safer-recruitment.htm
https://www.gov.uk/government/organisations/disclosure-and-barring-service

- We will ensure all staff on recruitment panels undertake all appropriate safer recruitment training as outlined in "Keeping Children Safe in Education" September 2016.

- Our selection and recruitment policy will include all appropriate checks on staff and suitability including DBS checks. With regard to the recruitment of volunteers, our policy will be rigorous and follow DBS guidance taking into account regulated and supervised activity. Included on the panel will be a person who has completed Safer Recruitment Training.

- Ensure that **all** adults within the PLT schools, who have access to children, have been checked as to their suitability as outlined in "Keeping Children Safe in Education" September 2016.

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- Ensure that all staff, Academy Council, trustees, and volunteers have read the staff behaviour policy (Code of Conduct) and understand that their behaviour and practice needs to be in line with it these policies.

Allegations:

Any allegations against staff (other than the Executive Principal and the school Principals), volunteers, Academy Council, contractors and visitors, may indicate that they may have:

- behaved in a way that has harmed a child, or may have harmed a child,

- 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 would pose a risk of harm to children,

If this is substantiated, it will be reported immediately to the Designated Safeguarding Lead (DSL). If the DSL is not present staff will report it to the Deputy. The DSL will inform the Designated Officer For Allegations (DOFA) following the guidance in "Keeping Children Safe in Education" September 2016 part 4. This is in accordance with a discussion with the Principal.

If the allegation made to a member of staff concerns the Executive Principal or school Principal, the person receiving the allegation will immediately inform the chair of the school's Academy Council who will consult as above, without notifying the Executive Principal or Principal first.

The name of any member of staff considered not suitable to work with children will be referred to the Disclosure and Barring Service (DBS) with the advice and support of Human Resources and in accordance with the DBS Referral Policy.

4.2 Raising Awareness and Equipping Children with Skills Needed

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse and that all staff, the Academy Council and Trustees have a full and active part to play in protecting our students from harm. Each school within the PLT will therefore:

- Ensure children know that there are adults in their school whom they can approach if they are worried.

- Embed opportunities in the curriculum and school life for children to develop the skills they need to recognise and stay safe from abuse, including e-safety and radicalisation (Prevent).

- Raise the awareness of all staff members of the need to safeguard and promote the welfare of children, and of their responsibilities in identifying and

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reporting possible cases of abuse.

- Ensure **every** member of staff (including temporary, supply staff and volunteers) and the Academy Council knows the name of the Designated Safeguarding Lead (DSL) and the deputies responsible for child protection and their role (Annex B "Keeping Children Safe in Education" September 2016).

- The names of the Designated Safeguarding Lead and his/her deputies will be clearly visible in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse and allegations.

4.3 Implementing Procedures for Reporting Abuse

Each school within the PLT will:

- Have a Designated Safeguarding Lead and Deputy for child protection who has undertaken two-day multi-agency Advanced Safeguarding Training as recommended by the North Somerset Safeguarding Children Board (NSSCB) and updates this training every two years. (http://nsomersetcpd.webbased.co.uk/index.asp)

- Have a member/members of staff who will act in the Designated Safeguarding Lead's absence who have also received multi-agency training, and who will be familiar with the roles and responsibilities and know the procedures to follow.

- Ensure they have a nominated member of the Academy Council responsible for safeguarding who has been appropriately trained.

- Ensure all staff, volunteers and Academy Council understand their responsibilities in being alert to the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection and the importance of reporting their concerns expeditiously.

- Ensure that **all** staff, volunteers and Academy Council maintain an attitude of 'it could happen here' and when concerned about the welfare of a child always act in the best interest of the child.

- Notify Social Care immediately if there is an unexplained absence of any pupil who is subject to a Child Protection Plan (or an absence which has been explained by a parent or carer but about which the school is concerned).

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at interagency meetings, strategy meetings and case conferences.

- Ensure that concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

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- Ensure all records are kept securely, separate from the main student file, and in a locked location. Information will only be shared in line with the Data Protection Act 1998.

- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.

- Understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children. This may include contacting the Single Point of Access (SPA), Social Care or the Designated Officer For Allegations (DOFA who will provide consultation and advice for anyone working with children.

- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by making the policy available to them and sharing safeguarding procedures.

- Seek to discuss any concerns about a child with his/her parents and gain consent to make a referral or an offer of support. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem advice will be taken.

- **Ensure that if a child presents as being in immediate danger or is at risk of serious harm, a referral should be made to Children's Social Care and/or the police immediately**.

- Ensure all members of staff are provided with opportunities to receive Basic Awareness training by the Local Authority Safeguarding in Education Officer or other source in order to understand their responsibilities relating to safeguarding children.

- Ensure that all staff members are aware of the systems within the school or PLT (Priory Learning Trust) which support safeguarding – this should include the Safeguarding Policy, Staff Behaviour Policy (see Guidance for Safer Working Practice and Code of Conduct) and identify the Designated Safeguarding Lead/ Deputy and should be part of staff induction.

- Recognise that all matters relating to child protection are confidential and the Executive Principal, Principal or Designated Safeguarding Lead/Deputy will disclose personal information about a student to other members of staff on a need to know basis only.

- Ensure all staff must be aware that they have a professional responsibility to

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share information to other agencies in order to safeguard children and that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another.

- Always undertake to share our intention to refer a child to Social Care unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Social Care on this point.

4.4 Supporting Students who have been abused

Each school with the PLT will:

- Recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth (Categories of Abuse Working Together 2015 – Basic Awareness Training).

- Recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

- Be aware that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

- Ensure these children are particularly closely monitored and supported and any concerns are recorded and reported to Social Care.

- Attend case conferences, core group meetings and other liaison meetings as necessary.

- Implement a Personal Education Plan (PEP) for all Children in Care and ensure that appropriate and timely intervention is in place for other children where there is a need for specific support in school.

- Establish a safe environment which supports all students.

4.5 Establish a Safe Environment

Each school within the PLT will:

- Support the child's development in ways that will foster security, confidence and resilience in every aspect of school life including through the school curriculum.

- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

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- Ensure that children and young people are educated about the expectations they should have relating to the behaviour of adults who work with them.

- Develop effective working relationships with all other agencies involved in safeguarding children such as Social Care, community family teams, the police, Child and Adolescent Mental Health Services and the Vulnerable Learners Service.

- Ensure that that they have a named Designated Teacher for Children Looked After and that we provide the best opportunities and support for children to achieve the best outcomes and participate in school life.

- Contribute to the wider safeguarding agenda by working with the local community and following government guidance to help our children live in a safe environment. This includes key areas such as radicalisation (Prevent Duty), Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), bullying and e-safety.

- Recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting and we will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead/Deputy and to seek further support and offer supervision with outside professionals should it be required.

- Ensure any/all onsite filtering is up to date to prevent students viewing inappropriate or unsafe material in school. Key words trigger a flag on an ICT system which is reported immediately to the Safeguarding Lead/Deputy to investigate further.

- Ensure that all staff have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

- Ensure that staff are aware and updated annually on key issues that relate to safeguarding children and young people. These include:

✓ Radicalisation - Prevent Duty
✓ Female Genital Mutilation (FGM)
✓ E-Safety and social networking (sexting)
✓ Physical intervention
✓ Bullying including cyberbullying
✓ Safer recruitment
✓ Child Sexual Exploitation (CSE) and trafficking
✓ Domestic violence
✓ Risk taking behaviour (drug taking, legal highs)
✓ Children missing from education
✓ Children missing from home or care
✓ Fabricated or induced illness

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- ✓ Faith abuse
- ✓ Forced marriage
- ✓ Gangs and youth violence
- ✓ Gender-based violence/violence against women and girls (VAMG).
- ✓ Hate crime
- ✓ Mental health
- ✓ Missing children and adults
- ✓ Private fostering
- ✓ Texting

All staff receive a safeguarding update at the beginning of Term 1, 3 and 5 to ensure they are fully briefed with any government changes, new initiatives, key issues or policy changes.

5. Policy review

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with government and local publications:

- "Working Together to Safeguard Children" March 2015
- "Keeping Children Safe in Education" September 2016
- "North Somerset Safeguarding Children Board Threshold Criteria for CIN and Referrals" December 2012.
- "Guidance for Safer Working Practice for Adults who Work with Children and
- Young People".
- "Prevent Duty Guidance England and Wales" 2015
- "Mandatory Reporting of Female Genital Mutilation"
- Disclosure and Barring Service Guidance.
- North Somerset Safeguarding Children Board.
- South West Child Protection Procedures.
- 360 Safe Accreditation
- Data Protection Act 1998

The working of this policy will be annually monitored by the appropriate Committee and reviewed by the Trustees.

As well as examining specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements.

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