

# Safeguarding Policy

Safeguarding and promoting the welfare of children and young people is a statutory responsibility for all staff and therefore is everyone's business. However, safeguarding is much broader than child protection and encompasses all elements of the protection and welfare of children and young people in every circumstance during the school day and beyond.

This policy demonstrates that safeguarding is made up of five main components and each area is explored in depth including direction to the rest of the suite of policies that make up the safeguarding requirements. It is essential that both parents and staff are aware of the policies that underpin all aspects of safeguarding inclusive of the Child Protection Policy.

Governors have a responsibility to ensure that the arrangements for safeguarding across the five areas of safeguarding are secure and robust and that any shortfall is rectified. They need to have awareness and understanding of all of the policies that underpin safeguarding.



At the centre of the five areas, is the overarching responsibilities to safeguarding that are clearly set out in legislation. Irrespective of the type of education provision, the Education Act 2002 (section 175 (maintained schools), the Education (Independent School Standards) Regulation 2014 (including Academies/Free Schools) and the Education Non Maintained Special Schools (England) Regulation 2011 set out the standards for safeguarding for all settings which schools have a statutory duty to ensure that they meet.

Further information which directs all staff in schools, Governors and Designated Safeguarding Leads (DSL's) around their roles and responsibilities in safeguarding in schools is stated within Keeping Children Safe in Education 2018. This is inclusive of the statutory duties regarding the PREVENT strategy (1<sup>st</sup> July 2015) to have due regard to prevent young people from being drawn into terrorism and the statutory duty to report all cases of Female Genital Mutilation (31<sup>st</sup> October 2015).

Local safeguarding expectations are set out from the Local Safeguarding Children Board/Safeguarding Partners through self-completion of the Section 11 tool on an annual basis. The Section 11 tool sets out all of the standards of safeguarding expected from all partner agencies in co-operation with the Local Safeguarding Children Board/Safeguarding Partners. Many schools and settings will have individual processes of self-assessment for safeguarding including through Safeguarding First (self-assessment tool and/or termly action plan).

The Governing Body is responsible for ensuring that this legislation and government guidance is adhered to by the Headteacher and senior leaders and that all of the necessary safeguarding policies are in place within the school/setting and are ratified in accordance with the school/setting policy schedule. Governors have responsibility for ensuring that senior leaders are held to account for all aspects of safeguarding and most importantly that all legislation, guidance and policies work effectively in practice by the whole workforce.

In a Multi Academy Trust it is the Trustees or Trust Chair that holds the CEO to account for the safeguarding arrangements across the whole Trust. Clear direction can be provided through overarching Safeguarding and Child Protection Policies for the trust. Within the latter policy, clear arrangements must be shared around any additional leadership and support that will be provided in circumstances of need. This may include; Cover arrangements for when the DSL and Deputies may not be available in a school and clarity over Whistleblowing and allegation management/complaint should the head teacher or principal be the subject.

For further reference please see:

**Children Act, 1989**

**Education Act 2002 (section 175 (maintained schools))**

**Education (Independent School Standards) Regulation 2014 (including Academies/Free Schools)**

**Education Non Maintained Special Schools (England) Regulation 2011**

**Keeping Children Safe in Education 2018**

**LSCB Section 11 Tool**

**OFSTED School Inspection Handbook, 2015**  
**Safeguarding First Self- Assessment Tool**  
**Safeguarding First Action Plan**  
**Working Together to Safeguard Children 2018**  
**Data Protection Act 2018 & NDPR 2018**



At the core of safeguarding is the role and responsibility staff have in the protection of all children and young people in relation to any level of vulnerability. Any young person or family may be experiencing vulnerability and it is essential that all staff are fully aware of the need to recognise vulnerability as early as possible in order to gain the appropriate level of intervention necessary to support the situation.

In particular initial signs of concern may be in relation to changes in behaviour, or attendance or around a young person's special educational need or medical need. Many young people may be vulnerable due to changes in family circumstances, separation, divorce or death. For some young people they may be experiencing bullying inclusive of cyber bullying and therefore rigorous policy and practice is expected in this area in particular regarding concerns about supervision online, grooming, sexual exploitation and radicalisation.

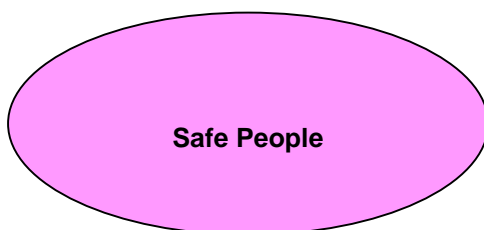
There will be times when early intervention is not an appropriate option, in particular when there is clear evidence that a young person is at risk of or likely to suffer **significant harm**. Under these circumstances immediate support and intervention is required which is clearly directed under each school's **Child Protection Policy**. The Child Protection Policy covers all aspects of child abuse and neglect inclusive of issues regarding Female Genital Mutilation, Prevent, Child Sexual Exploitation, Sexual Violence and Sexual Harassment and County Lines (See KCSIE, 2018 for the full list). The expectation of all staff is that any concerns relating to significant harm are reported immediately to the Designated Safeguarding Lead and only in the event the DSL cannot be contacted, or the member of staff remains concerned about the decision made, should they directly contact the appropriate services, e.g.

Children's Social Care or the police. The Child Protection Policy clearly directs staff that **safeguarding is everyone's responsibility.**

Governors have a responsibility to ensure that the Headteacher and Senior Leaders have the appropriate policy and practices in place and should do so through appropriate challenge and rigour. In particular, focussing on the improved outcomes for children and young people who are vulnerable to ensure that policy and practice works effectively in the protection and well-being of children and young people.

Under this area of safeguarding the following suite of policies are required to demonstrate statutory responsibilities:

- Child Protection Policy- TRUST**
- Attendance Policy- SCHOOL**
- LAC Policy - SCHOOL**
- SEND Policy - SCHOOL**
- Behaviour & Discipline - Use of Reasonable Force - SCHOOL**
- Anti-bullying and Cyber Bullying Policy- SCHOOL**
- Administration of Medication Policy- TRUST**
- Information and Communication Policy- TRUST**
- Digital Imagery Policy - TRUST**
- Unaccompanied Travel by Children - SCHOOL**
- Arrivals and Departures Policy- SCHOOL**
- EVC Policy- TRUST**
- Behaviour Management Policy- SCHOOL**
- Missing from Education Policy- SCHOOL**



All staff have a responsibility to ensure that both their own conduct and that of others is safe. Although all staff may not have particular responsibilities around recruitment, they do have a responsibility to ensure that the conduct of themselves and others does not put young people at risk and if it does this needs to be reported

immediately to the Headteacher (or Chair of Governors if it is regarding the Headteacher) through the Whistleblowing Policy.

All schools and settings have clear staff behaviour policies /code of conduct which set out the expectations of all staff irrespective of their position e.g. staff, student or volunteer. Staff are expected to operate within this staff behaviour policy /code of conduct both during and outside of school inclusive of the use of social media. In the event that the reputation of an individual or that of the school is brought into disrepute because of an individual's conduct this would be a disciplinary matter managed through the Allegation Management Policy, Whistleblowing Policy and Code of Conduct.

The expectations of all staff on site will be shared both during the recruitment and selection process and through a thorough induction which should occur prior to commencing the job role and also for those members of staff who have been on long term absence on their return to work. The recruitment details of all staff working on site are held securely via the Single Central Record.

Governors have a responsibility to ensure that all staff members are recruited appropriately with necessary pre-employment checks undertaken. They also hold responsibility for ensuring that all staff adhere to the Safe Behaviour Policy/Code of Conduct and Whistleblowing Procedures and that the Headteacher takes appropriate action when dealing with allegations.

Under this area of safeguarding the following suite of policies and documents are required to demonstrate statutory responsibilities:

**Safer Recruitment and Selection Policy - TRUST**

**Single Central Record - TRUST**


**Induction Policy- TRUST**

**Staff Behaviour Policy/Code of Conduct - TRUST**

**Whistle Blowing Policy/Confidential Reporting Policy - TRUST**

**Allegation Management Policy- TRUST**

**Information Sharing Policy - TRUST**



## Safe Premises and places

Under the Safe Premises and Places area the responsibilities in safeguarding are about the sites that young people are educated on. This includes both the school/setting but also any places where young people are taken to be educated off-site or for residential trips or visits. All staff are accountable for ensuring that wherever young people are, they are safe. This means that they are responsible for not only ensuring that classroom and working areas are safe but also that shared areas e.g. hall, outdoor area, reception area are safe also and responsibly report any issues or concerns.

Any trips and visits must be appropriately risk assessed but staff must be aware to adapt and change plans in the event that risks occur that have not been planned for e.g. bus breaks down, venue is inappropriate.

All staff must operate within the health and safety regulations of the school or setting including fire regulations, building regulations and procedures for legionella/asbestos. The Headteacher and the Key Holders for the site are responsible for the letting or transfer of control to other agencies for use of the premises.

Governors are responsible for ensuring that all of the appropriate and necessary health and safety checks are in place to ensure both staff and young people are safe and secure both on and off site. They may also be part of the quality assurance audits in many of these areas.

Under this area of safeguarding the following suite of policies are required to demonstrate statutory responsibilities:

**Health and Safety Policy - TRUST**

**Asbestos Procedures - TRUST**

**Legionella Procedures- TRUST**

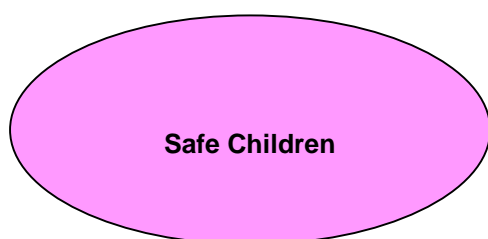
**Fire safety Procedures- SCHOOL**

**PEEPs- - SCHOOL**

**Key Holding Policy- SCHOOL**

**Work Experience/Additional Learning Environment Policy- SCHOOL**

**Transfers of Control Agreements/Lettings Policies - SCHOOL**



Safe children responsibilities in safeguarding relates to the current curriculum provided by the school/setting and encompasses all aspects of the safety and well-being of young people. It is important that through a wide ranging curriculum including PHSE and SMSC (Spiritual, Moral, Social and Cultural) and Sex and Relationships Education, that young people are given the opportunity to learn about diversity including, faith, democracy, the law and values.

Through such a curriculum they are given opportunities to explore their understanding of life and their own experiences for example around issues such as healthy/positive relationships, family life or making safe decisions. It is sometimes not until these discussions where young people will be given an opportunity to consider the world around them where they may disclose they are at risk of harm. The curriculum is there to support young people in having these healthy discussions in order to help them to manage current and future risks e.g. attending parties or engaging in online behaviours and develop resilience and an ability to manage difficult situations. The curriculum should cover all aspects of the safety and well-being of young people and in particular focus on giving them a 'voice'.

All staff are responsible for ensuring the safety and well-being of all young people and in particular to give young people opportunities to have their voice heard and feel safe.

Governors are responsible to quality assure the content of the PSHE, SMSC and Sex and Relationships curriculum to ensure that it meets the needs of all young

people. Governors need to champion the voice of the child by ensuring Headteachers and Senior Leaders are held to account for improving outcomes for young people through a diverse curriculum.

Under this area of safeguarding the following suite of policies and documents are required to demonstrate statutory responsibilities:

**Home School Agreement Policy (Optional) - SCHOOL**

**Appropriate Usage Policy - TRUST**

**Online Safety Policy- TRUST**

**Individual Risk Assessments - SCHOOL**

**Intimate Care Policy- TRUST**

**SMSC/Positive Relationship/Curriculum Policy (inclusive of Fundamental British Values) - SCHOOL**

**Procedures that offer opportunity to hear the voice of the child- SCHOOL&TRUST**

This Safeguarding Policy must be read in conjunction with the following documents:

## **References**

Keeping Children Safe in Education 2018

Children Act 1989/2004

Working Together to Safeguard Children DOH 2018

What to do if you are worried a child is being abused 2015

Education Act 2002 (section 175 (maintained schools))

Education (Independent School Standards) Regulation 2014 (including Academies/Free Schools)



Education Non Maintained Special schools (England) Regulation 2011

OFSTED School Inspection Handbook, Updated 2017

LSCB Section 11 Tool