

The *Active Learning* Trust

POLICY

*for*

SAFEGUARDING &

PROMOTING PUPIL WELFARE

## Safeguarding and Promoting Pupils' Welfare Policy

***Safeguarding and promoting the welfare of children is everyone's responsibility. 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-centred. This means that they should consider, at all times, what is in the best interests of the child. Keeping Children Safe in Education September 2016 DfE***

**The Active Learning Trust** fully recognises its responsibilities for Safeguarding and Promoting Pupil's Welfare.

This policy should be read in conjunction with each academy/school specific Safeguarding and Child Protection Procedures Policy and Handbook; their current Policy on Safer Employment Practices; other related policies and the latest versions of the DfE documentation on Keeping Children Safe in Education and multi-agency statutory guidance on female genital mutilation.

Our policy applies to all Trust staff – central team and consultants – school staff, governors, external visitors and volunteers working in each academy or school. There are five main elements to our policy:

- We practice safe recruitment in checking the suitability of staff, external visitors and volunteers to work with children and young people.
- We raise awareness of safeguarding issues and equip children and young people with the skills and resilience to assess risk, make wise choices, stay safe and talk with others about concerns including in relation to bullying, e-safety and peer-to-peer abuse.
- We develop and implement rigorous procedures for identifying, investigating, recording and reporting on every incident, however small as well as distinguishing between concerns and those situations which suggest immediate danger or risk of harm, which demand referral
- We support children and young people who have been abused in accordance with his/her agreed individual support plan and encourage early identification and targeted 'early help', in partnership with external support agencies
- We establish a safe and secure environment in all our schools where all children and young people are listened to, have the confidence to learn and flourish as individuals.

Safeguarding is part of the Ofsted inspection framework within the 'personal development, behaviour and welfare' strand as well as under 'effective leadership and management.' In the former strand, personal development and welfare (including safeguarding) receives a separate judgement apart from behaviour and

will significantly influence the overall judgement for this strand. Extreme radicalisation is regarded as a safeguarding issue for vulnerable and at risk children and young people and therefore schools are expected to respond to this within their own Prevent strategy and as part of their safeguarding approach.

We recognise that because of daily contact with pupils, academy staff are well placed to observe outward signs of abuse – physical, sexual, emotional and neglect – manifesting itself in a range of ways including poor attendance patterns, challenging behaviours, erratic mood swings and changes in self-presentation.

The Trust will therefore, through its academies and schools:

- Establish and maintain an environment where children and young people feel secure, are encouraged to talk, and are listened to.
- Ensure children and young people know that there are adults in each academy who they can approach if they are worried.
- Include opportunities in the curriculum for children and young people to develop the skills they need to identify and stay safe from abuse.

The Trust supports the procedures set out by each local safeguarding children's board and takes account of guidance issued by the Department of Education to ensure that:

- There is at least one designated senior person for safeguarding who has received appropriate training and support for this role in each academy.
- There is a nominated Trust Board member responsible for safeguarding.
- Every member of staff (including temporary and supply staff, external visitors, volunteers and the governing body) is made aware of the name of the designated senior person(s) responsible for safeguarding and their role in the academy.
- **All** staff in academies/schools, including Trust staff, receive safeguarding training as stipulated by the statutory guidance
- **All** staff in academies/schools, including Trust staff and associated consultants, appear on the relevant central register that records a DBS check and a signed response establishing that they have read and understood the Safeguarding Policy and the relevant statutory guidance - part 1 and annex A - of the Keeping Children Safe in Education latest version.

### **Procedures**

- The training of all staff in safeguarding must be reviewed every three years and communicated to parents/carers so that they have an understanding of the responsibility placed on the academy and its staff by setting out its obligations in the academy/school prospectus.

- The Local Authority is notified if there is an unexplained absence of a pupil who is on the child protection register.
- Effective links are maintained and developed with relevant agencies, and that academies/schools co-operate as required with their enquiries regarding safeguarding matters including attendance at case conferences.
- All staff meet the statutory duty of safeguarding pupils at risk of female genital mutilation (FGM) and from June 2017 will have undertaken appropriate training. Staff have a mandatory duty to report to the police any cases of FGM and they are also expected to report cases of girls they believe are at risk of undergoing the procedure.
- Written records of concerns about children and young people are kept, even where there is no need to refer the matter immediately.
- All records are kept securely; separate from the main pupil file, and in locked locations, with standards of confidentiality maintained.
- Correct and appropriate procedures are followed where an allegation is made against a member of staff or volunteer.
- Safe recruitment practices are always followed including that at least one member of an interview panel for posts with access to children and young people has undertaken recognised safer recruitment training.

We recognise that children and young people who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children and young people at risk. When in the academy their behaviour may be challenging and defiant or they may be withdrawn. Our academies/schools will endeavour to support the pupil through:

- The content of the curriculum.
- The academy/school ethos, promoting a positive, supportive and secure environment, where pupils feel valued and listened to, with concerns taken seriously.
- The academy/school positive behaviour policy that is aimed at supporting vulnerable pupils in the school including those with SEN and disabilities, as well as at risk of exclusion. The academy/school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Services (CAMHS), education welfare services and educational psychology services.
- Ensuring that, when a pupil on the child protection register leaves, their

information is transferred to the new school immediately and that the child/young person's social worker is informed.

### **The school's Prevent strategy as part of safeguarding**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable young people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Academies/schools need to make it clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

The Counter-Terrorism and Security Act, 2015 places a duty on authorities (including schools) 'to have due regard to the need to prevent people from being drawn into terrorism'.

All staff in our academies/schools must be made aware of this duty.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead or Prevent Lead.

'The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.' *The Prevent Duty, DfE advice for schools and childcare providers 2015*

In view of the above the Trust's expectation is that:

- Prevent will be included in the school's safeguarding policy and as part of the school's prevention strategy, with a view to protecting those children and young people vulnerable and at risk
- There will be a single, trained, point of contact, who will provide staff awareness training and vet external speakers and internal events
- All adults within the school community who may come into contact with children and young people during the school day, including before and after

- school, will undertake the appropriate training, including Prevent
- Links will be made with SMSC, British values, citizenship, PSHE, tutorials, assemblies - identifying explicit opportunities for pupil skill development in assessing risk and having the ability to look out for themselves and others
  - Parents/carers will be involved as appropriate
  - E-safety advice and guidance for pupils, staff and parents will include Prevent
  - Processes will be robust in terms of assessing, recording and reporting incidents, as well as referring on, if appropriate.

Appendix A provides a checklist for school governors as a means of quality assuring the school's policy alongside the Trust's policy, legal requirements and statutory guidance.

## Appendix A

### Expectations of governing bodies

All local governing bodies will have a safeguarding lead that, in collaboration with other governors, will hold the headteacher and other designated staff to account in relation to implementing the legal requirements and statutory guidance. This process will focus on ensuring:

	Criteria met	Any action required
The single central record is current, accessible, managed effectively and monitored regularly – this includes external visitors who engage in ‘regulated activities’ eg it is not acceptable to register an ‘agency’ such as a LA – individuals need to be identified, and, in addition, governors now need to have an enhanced DBS check		
Staff are trained to recognise signs of concern including poor attendance patterns, challenging behaviours, erratic mood swings, changes in self-presentation – this in the context of a mandatory three year renewal of training for all staff, two years for designated leads, however, the expectation now is that all staff including governors will have an annual briefing to update on key issues such as FGM (training from June 2017), honour-based violence, children missing, Prevent (all adults in the school undertaking online training annually)		
The school exercises stringent safer recruitment practice including at least one member of a recruitment panel with the appropriate training		
The designated safeguarding role(s) are at no time delegated to others and that the role is stated clearly in the incumbent’s job description, with all staff understanding the role demands		
All staff understand and sign the latest statutory guidance, including part one and annex A, and are aware of the school and Trust policy		

Rigorous procedures are in place to assess, record and report all incidents – this includes investigating every incident, however small, distinguishing between concerns and those situations which suggest immediate danger or risk of harm		
All staff understand the additional vulnerabilities of pupils with SEN and disabilities		
The school uses a range of strategies to respond to specific needs in partnership with external support agencies, recognising the importance of targeted 'early help'		
All sensitive material is confidentially filed and in securely locked storage		
That all pupils feel safe, secure and confident to learn, with the skills and resilience to assess risk, make wise choices, stay safe and talk with others about concerns including in relation to bullying – with a specific focus on all groups at particular risk and vulnerable such as those whose behaviour challenges gender norms, such as transgender pupils, e-safety and peer to peer abuse such as sexting (the latter should never be tolerated and passed off as 'banter' or 'just growing up' - <i>sexual harassment and violence in schools May 2016</i> ) – the teaching of key skills must take place across all years and be age-appropriate		
That pupils know where and how to seek support if they are worried and that the school provides a listening, supportive environment if they choose to do so		
Parents/carers are aware of the school's responsibilities, as well as their own and have a practical understanding of e-safety		
Schools identify an esafety lead given the risks associated with social media and networks		
Links are made with relevant policies such as attendance, behaviour, anti-bullying, sex and relationship education, whistleblowing, esafety, equalities, safer employment and relevant staff codes of conduct		
That the NSPCC whistleblowing hotline 0800 028 0285 is included in relevant information as well as links to the local		



safeguarding children's board.		
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