

Safeguarding Statement of Statutory Duty

This policy is available on our Trust website and links are provided to relevant policy and procedure on the individual college/school websites and paper copies are available on request from any of our sites.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. We invite staff, students, parents and other stakeholders to contribute to and shape this policy and associated safeguarding arrangements in line with the changing needs of young people and what is happening in the areas where our children and young people live.

New statutory guidance on Keeping Children Safe in Education is in place for 1st September 2018. The statutory legislation regarding safeguarding of young people is the responsibility of all staff at every level therefore we must understand changes guided through working together to safeguard children 2018 and [Keeping Children Safe in Education 2018](#) (KCSIE 2018).

The document refers to the Teaching Regulation Agency (TRA), which assumed the professional misconduct functions of the National College for Teaching and Learning (NCTL) on 1st April 2018.

The TRA suggests educational establishment with safeguarding responsibilities, including via its teacher database pre-recruitment checks. Further details on TRA are included in [Teacher Misconduct: "Discipline Procedures for the teaching professionals – updated in April 2018"](#).

A summary of key emphasis in KCSIE 2018:

1. Governing bodies and trustees should have a senior board level lead to take overall responsibility for safeguarding arrangements.
2. Each school within the trust must have its own child protection policy reflecting local circumstances. There may be an over-riding child protection policy for the trust, but each school should have its own local version.
3. Schools should, where reasonably possible, have more than one emergency contact number for each student or pupil.
4. The guidance now makes clear that the DSL must be from the school senior leadership team.
5. The DSL should consider sharing information with a new school in advance of a child transferring in order to ensure that support is in place as soon as the child arrives.
6. At least one person conducting a staff recruitment interview must have completed safer recruitment training.

7. Specific reference is made to children who were formerly looked after children, with a reminder that these children remain vulnerable and that agencies should continue to work together to safeguard them.
8. The local authority has ongoing responsibilities for care leavers and DSLs should have the details of the appropriate personal adviser appointed to support the care leaver.
9. There is specific guidance on the use of "reasonable force" where necessary to safeguard children and young people.
10. Academy trusts and independent schools must check that members and trustees are not barred from taking part in the management of the school under section 128 Education and Skills Act 2008. Enhanced DBS checks on all members and trustees including the chair of the board of trustees should also be carried out.
11. School/college continue to be responsible for the safeguarding of a pupil/young person on their roll who has been placed with an alternative provision provider. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on those working at the alternative provision establishment.
12. The definition of peer on peer abuse to be understood and processes absorbed in the current child protection procedures to safeguard young people from harm through their peer's actions.
13. Further guidance on child on child sexual violence and sexual harassment (peer on peer abuse) is included.

Safeguarding and promoting the welfare of children/young people is everyone's responsibility. **Everyone** who comes into contact with children/young people and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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/young person.

No single practitioner can have a full picture of a child/young person'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.

The Trust staff are particularly important as they are in a position to identify concerns early, provide help for children/young people, and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which children/young people can learn and **all** staff should be prepared to identify children/young people who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child/young person's life, from foundation years through to the teenage years.

Any Trust member who has a concern about a child/young person's welfare should follow the referral processes set out in [paragraphs 22-33](#) of the Keeping Children Safe in Education 2018 guidance. Staff should expect to support social workers and other agencies following any referral.

All schools and colleges in the Trust should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The designated safeguarding lead (and any deputies) must have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

The Teachers' Standards 2012 state that teachers (which includes Head teachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff should be aware of systems within the Trust which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the behaviour policy;
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children/young people effectively.

All staff should be aware of their local early help process and understand their role in it.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child/young person tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child/young person that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child/young person.

Any child/young person may benefit from early help, but all Trust staff should be particularly alert to the potential need for early help for a child/young person who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child/young person, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child/young person.

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children/young people who may be in need of help or protection. Indicators of abuse and neglect, and examples of safeguarding issues are described in [paragraphs 41-51](#).

Within the Trust the safeguarding leads must follow the advice from the DfE and NSPCC. Departmental advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for Trust staff.

Staff working with children/young people are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child/young person, staff should always act in the best interests of the child/young person.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

If staff have any concerns about a child/young person’s welfare, they should act on them immediately. See [page 13](#) for a flow chart setting out the process for staff when they have concerns about a child/young person.

If staff have a concern, they should follow their own organisation’s child protection policy and speak to the designated safeguarding lead (or deputy).

Options will then include:

- managing any support for the child/young person internally via the school’s or college’s own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for example as the child/young person might be in need, is in need or suffering or likely to suffer harm.

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. The matter should be brought to the attention of the CEO however, staff must evidence that they have followed the right process to contact the safeguarding leads or the relevant staff. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children/young people safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. 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/young people.

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child/young person's situation does not appear to be improving or is getting worse.

Where a child/young person is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

A child in need is defined under the Children Act 1989 as a child/young person who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child/young person who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child/young person is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child/young person's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child/young person requires immediate protection and urgent action is required
- the child/young person is in need, and should be assessed under section 17 of the Children Act 1989
- there is reasonable cause to suspect the child/young person is suffering or likely to suffer significant harm, and whether enquiries must be made and the child/young person assessed under section 47 of the Children Act 1989
- any services are required by the child/young person and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take
- to see the child/young person as soon as possible if the decision is taken that the referral requires further assessment.

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child/young person's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child/young person's situation improves.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See [Annex A](#) for further details.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

It is important for children/young people to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child/young person;

- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children/young people, then:

- this should be referred to the Centre Head/Head teacher;
- where there are concerns/allegations about the Centre Head/Head teacher, this should be referred to the CEO/Principal, Chair of the Trust Board and safeguarding lead for the relevant site.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

The whistleblowing procedures, should be deployed for such concerns to be raised with the school's or college's senior leadership team.

Where a staff member feels unable to raise an issue, or feels that their genuine concerns are not being addressed by the paid officials, they must raise concerns with the Chair of the Trust Board.

Safeguarding policies and procedures

The Trust Board and LGB ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

This should include:

- Individual schools and colleges having an effective child protection policy. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. It should be updated annually (as a minimum), and be available publicly either via the school or college website or by other means.
- A staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- Governing bodies and Trustees should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.
 - Where reasonably possible, schools and colleges should hold more than one emergency contact number for each child/young person. This goes beyond the legal

minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child/young person missing education is also identified as a welfare and/or safeguarding concern. Further information for schools can be found in the department's [School Attendance Guidance](#).

- Further information on schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points can be found in the department's statutory guidance: [Children Missing Education](#).
- Further information for colleges providing education for a child of compulsory school age can be found in: [Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges](#).
- General information and advice for schools and colleges can be found in the Government's [Missing Children and Adults Strategy](#).

The above is not intended to be an exhaustive list. These policies and procedures, along with information regarding the role and identity of the designated safeguarding lead (and any deputies), should be provided to all staff on induction.

Governing bodies and Trustees should take a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers.

Head teachers and Principals should ensure that the above policies and procedures, adopted by governing bodies and Trustees, and particularly concerning referrals of cases of suspected abuse and neglect, are followed by **all** staff.

Multi-agency working

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and Trustees should ensure that the school or college contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children](#). It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children/young people. To fulfil this role, they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement the three safeguarding partners consider may be required to safeguard and promote the welfare of children/young people with regard to local need. The three safeguarding partners must set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the new arrangements.

The three safeguarding partners should make arrangements to allow all schools (including multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way.

If named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.

Governing bodies and Trustees should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.

Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children/young people and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children/young people are identified and contributing to inter-agency plans to provide additional support to children/young people subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

Information sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect.

As part of meeting a child/young person's needs, it is important for governing bodies and Trustees to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the process and principles for sharing information within the school or college and with the three safeguarding partners, other organisations, agencies and practitioners as required. School and college staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children/young people, whether this is when problems are first emerging, or where a child/young person is already known to local authority children's social care.

It is important that governing bodies and Trustees are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children/young people safe. 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/young people.

Governing bodies and Trustees should ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

Governing bodies and Trustees should ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children

and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing 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.

Further details on information sharing can be found:

- in Chapter one of [Working Together to Safeguard Children](#), which includes a myth-busting guide to information sharing;
- at [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful; and
- at [The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and guidance from the department.

Where children/young people leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child/young person leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child/young person arrives.

Staff training

Governing bodies and Trustees should ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners.

In addition, all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children/young people effectively.

Governing bodies and Trustees should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

Online safety

As schools and colleges increasingly work online, it is essential that children/young people are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and Trustees should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and Trustees keep their children/young people safe online is provided in [Annex C](#).

Opportunities to teach safeguarding

Governing bodies and Trustees should ensure that children/young people are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education.

Whilst it is essential that governing bodies and Trustees ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children/young people can be taught with regard to online teaching and safeguarding.

Review of Policy

The policy will be reviewed on an annual basis.

Date of Last Approval/Revision	October 2018
Review interval (years)	Annually
Approval/review body	Senior Leadership Team, Trust Board
Date of next review	October 2019
Public File location	College Portal/Staff Handbook