



## **Safeguarding & Child Protection Policy 2020**

All staff should have access to this policy and Principals must ensure that they have opportunity to read and understood its contents

Date of last review: January 2020  
Date of next review: January 2021

This is a Trust-wide policy which is tailored by schools. It requires Trust Board approval and to be noted by LGCs.

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Darwen Aldridge  
Community  
Academy

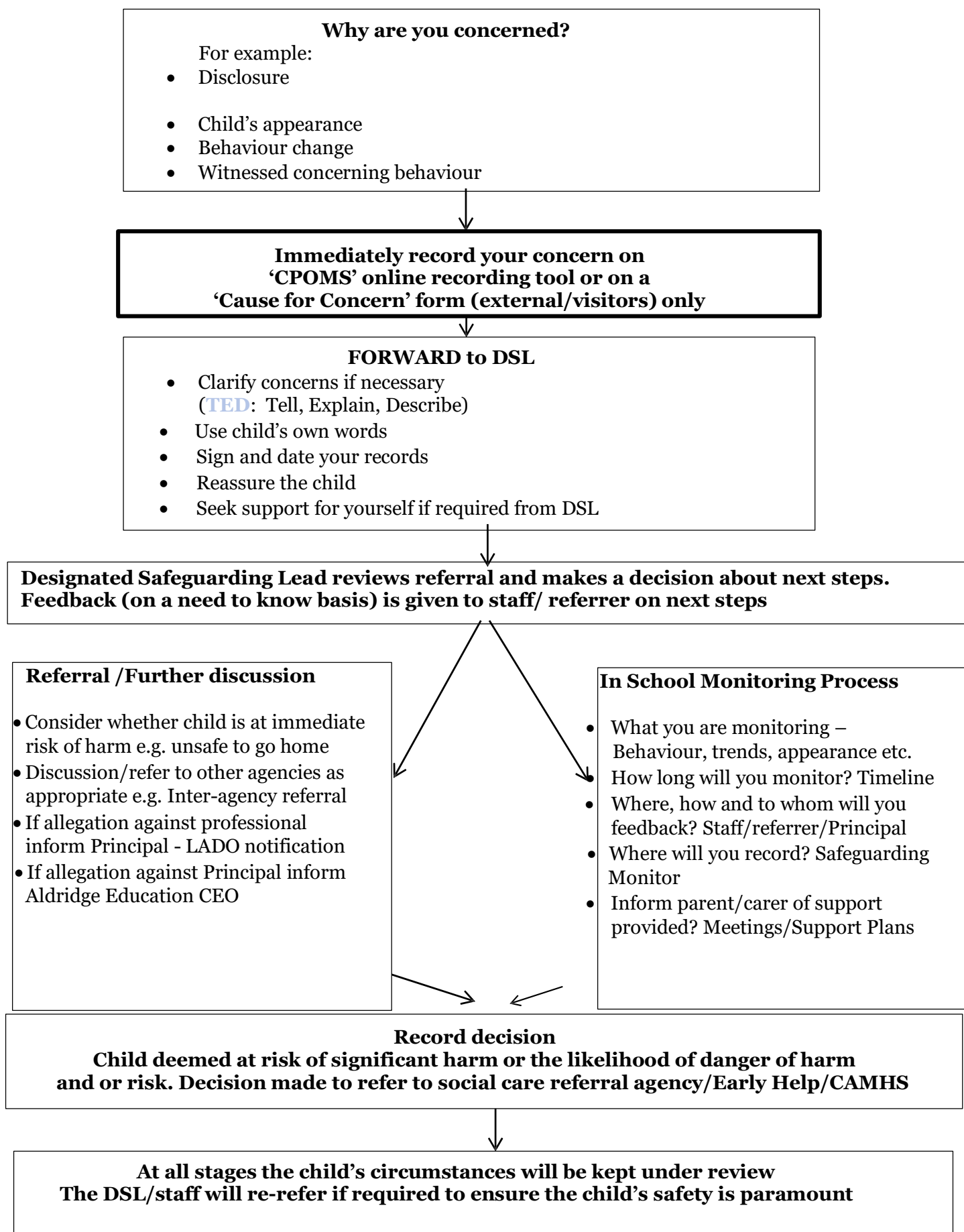
**Key Contact Personnel:**

<b>Principal</b>	<b>Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead/s</b>	<b>Designated Teacher for Looked After Children (LAC)</b>	<b>SENCo</b>
Lisa Dolan	David Cane	Rachel Lewis	Rachel Lewis	Jade Tumelty

<b>Lead First Aider</b>	<b>Nominated Safeguarding Link Governor</b>	<b>Chair of Governors</b>	<b>Trustee Safeguarding link</b>	<b>Trust safeguarding link</b>
Margaret Bradshaw	Michelle Price	Glenda Brindle	Rob Wye	Jane Fletcher

<b>School Local Authority</b>	<b>Local Authority Designated Officer (LADO)</b>
Blackburn with Darwen	Megan Dumpleton

## What to do if you have a safeguarding concern in DACA



Action for all staff to follow if a Safeguarding concern or incident is raised

All safeguarding concerns and incidents are to be recorded using the CPOMS system



Fill in the 'incident' text box with all of the details about the incident which you are reporting. This is a free text box so you can add as much detail as is needed. Please be accurate and specific.



Once you have recorded the information into the text box, press the 'Add incident' \_tab



Details of the incident will be sent to the nominated safeguarding team; details of which will be listed under the header 'Staff who will be alerted'. DO NOT manually enter staff member's names



Safeguarding team will decide on action to take where there is an immediate concern to the student or others



Action(s) for DSL to take where there is an immediate concern



Parent / carer informed of incident (where appropriate), and consent requested for a referral to third parties



Referral to Local Authority Children's Social Care Team, and/or Police, CAMHS (as appropriate) - even if parental consent has not been given

Action for DSL to take where there is no immediate concern



Parent / carer informed of incident (where appropriate), and consent requested for a referral to third parties



Signposting to Early Help Services offered to parent / carer

All information / updates about the safeguarding concern are to be recorded onto CPOMS by the DSL / Safeguarding Team



If an allegation has been made about a member of staff, DSL / Principal / Chair of Governors is to contact the LADO (Local Authority Designated Officer)



DSL and Safeguarding team decide on any internal support that school can provide

## I. INTRODUCTION AND ETHOS

DACA is a community and all those directly connected (staff, governors, parents, families and children/learners) have an essential role to play in making it safe and secure. DACA recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work.

DACA recognises the importance of providing an ethos and environment within school/educational setting that will help pupils/learners to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that pupils/learners receive effective support, protection and justice.

Our school/learning provider core safeguarding principles are:

- That these locations are an important part of the wider safeguarding system for children/learners.
- It is a whole-school/learning provider responsibility to safeguard and promote the welfare of children/learners as its paramount concern.
- All children/learners (defined as those up to the age of 18 in school or all learners in adult learning settings) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All children/learners have a right to be heard and to have their wishes and feelings taken into account.
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies.
- All staff have a responsibility to recognise vulnerability in children/learners and act on any concern in accordance with this guidance.

There are four main elements to our safeguarding policy:

- **Prevention** (e.g. positive, supportive, safe school/learning provider culture, curriculum and pastoral opportunities for children/vulnerable learners, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all children/learners, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents/families and other agencies** (to ensure appropriate communications and actions are undertaken).

This safeguarding policy requires:

- staff **must** read this safeguarding and child protection policy and as a minimum at least Part 1 of Keeping Children Safe in Education (September 2019).
- staff and governors to complete the e-learning training module on Prevent, produced by the Home Office, to equip individuals with the knowledge necessary to help prevent vulnerable people from being exploited and drawn into terrorism and having extremist views.
- all schools/learning providers to undertake an annual safeguarding audit process via the completion of a Section 175 safeguarding audit which is shared with the Trust, local authority and governors.
- all schools/learning providers to reference the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people (2016).
- all schools/learning providers to have a safeguarding induction and a training plan.
- all staff members are to be informed of how to access their school's safeguarding and child protection policy and procedures (Appendix A), school's behaviour policy and advice from their Local Authority Safeguarding Partnerships.
- all staff members must receive regular refresher training, at least annually, to keep up to date with any relevant safeguarding and child protection developments.
- Designated and Deputy Designated Safeguarding Leads must have Level 3 training and this must be refreshed every two years.

## 2. SCOPE

This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff and third-party contractors (whose employees or sub-contractors have access to school/learning provider premises), governors, volunteers and trustees working in or on behalf of the school, including those from the Aldridge central team. All references in this document to 'staff' or 'members of staff' or 'adult' should be interpreted as relating to all those specified above. Staff also includes those individuals who educate pupils/learners off-site and when individuals undertake an educational visit with pupils/learners, unless otherwise stated.

Rather than duplicating content from Keeping Children Safe in Education (September 2019) in this policy, it should be understood that the school will always refer to KCSIE as the benchmark for all safeguarding practice and decision-making.

## 3. CONTEXT

This policy has been developed in accordance with the principles established by the updated Children Acts 1989 and 2004 and related guidance. This includes:

- Keeping Children Safe in Education (KCSIE) DfE (Sept 2019)
- Working Together to Safeguard Children DfE (July 2018)
- What to do if you are worried a child is being abused DfE (March 2015)
- Information Sharing Advice for practitioners DfE (July 2018)
- Safer Working Practice for Adults who Work with Children and Young People in Education Settings (May 2019)
- Use of reasonable force: Advice for head teachers, staff and governing bodies (July 2013 reviewed July 2015)
- 'Prevent Duty Guidance for England and Wales' (March 2015)
- Sexual violence and sexual harassment between children in schools and colleges DfE (May 2018)
- Relationships education, relationships and sex education (RSE) and health education (DfE, Feb 2019)
- 'Early years foundation stage statutory framework (EYFS)' (Feb 2018)
- Education Inspection Framework (Sept 2019)
- Inspecting safeguarding in early years, education and skills settings (Sept 2019)

Section 175/157 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to arrange to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age, such arrangements will have regard to any guidance issued by the Secretary of State. Similarly, we have a duty to safeguard vulnerable adults in our adult learning setting and to ensure that our standards of safeguarding never fall below the practice set out in the documents above, whatever the setting.

## 4. DEFINITION OF SAFEGUARDING

"Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to children's welfare, health and safety." (Inspecting safeguarding in early years, education and skills, Ofsted, September 2019)

The school/learning provider acknowledges that safeguarding is what we do for all children/learners and child protection is what we do for children/vulnerable adults at risk of significant harm or deemed to be at risk or in danger.

Safeguarding covers more than just child protection and schools are charged with ensuring that the child/learner is looked at holistically and at the centre of decision-making within each area below (but not limited to):

- Anti-bullying policies
- Child protection
- Early Help
- Staff conduct & Safer work practice
- Curriculum
- Attendance, Exclusions, Children Missing Education, Transitioning schools

- Health and Safety
- Behaviour Management
- Governance
- SEND & Inclusion
- Training
- Whistleblowing
- A listening School/Service
- Specific safeguarding Issues
- Complaints/ Managing allegations against staff
- The School Environment *Inc. Building & Security*
- Safer recruitment and selection
- On line safety

The school/learning provider further acknowledges that this policy will also incorporate a range of safeguarding issues including (but not limited to):

- Bullying including cyberbullying
- Criminal exploitation of children and vulnerable adult's county lines
- Child missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- 
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith based abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and youth violence
- Gender based violence / violence against women and girls (VAWG)
- Hate
- Mental health
- Peer on peer inc. upskirting
- Private fostering
- Preventing Radicalisation
- Protecting children/vulnerable adults from radicalisation
- Relationship abuse
- Sexual violence and sexual harassment between children/vulnerable learners in schools and colleges
- Sexting
- Serious violence
- Trafficking and modern slavery

Every member of staff at DACA recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children/vulnerable adults from any other risks.

## 5. RELATED SAFEGUARDING POLICIES

We are aware that safeguarding is fundamental to the welfare of all children/learners in our care. This policy is therefore one of a series in the school/learning provider's/Trust's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below. (To be read and followed alongside this document)

- Behaviour Management and anti-bullying, linked to the Use of Physical Intervention
- Searching, screening and confiscation (included in individual school behaviour policies)



- Online Safety and Social Media
- Managing harmful behaviours
- Data Protection and Information Sharing
- ICT Policy & Acceptable Use Agreement
- Image Use
- Drugs Education
- Supporting Transgender Pupils Code of Practice
- Relationships education, relationships and sex education (RSE) and health education
- Health and Safety
- Attendance (Children Missing from Education)
- Risk Assessments (e.g. school trips, use of technology)
- First Aid and Accidents
- Procedure for Managing Allegations Against Staff
- Code of Conduct for Staff
- Safer Recruitment
- Whistle-Blowing

### **Supporting Guidance (to be read and followed alongside this document)**

- The Children and Families Act 2014
- SEND code of practice: 0 to 25 years 2015
- Mental Health & Behaviour in Schools 2018
- Disqualification under the Childcare Act 2006 (DfE Aug 2018)
- School attendance 2016
- Exclusion from maintained schools, academies and pupil referral units in England (Sept 2017)
- Criminal Exploitation of children and vulnerable adults: County Lines guidance July 2017
- Teachers Standards 2012
- DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH)
- DfE Designated teacher for looked after and previously looked after children 2018
- Children and Social Work Act 2017.
- DfE “Teaching Online Safety in Schools” (June 2019)
- DfE Data Protection: A Toolkit for Schools
- LA Safeguarding Partnerships arrangements

## **6. KEY RESPONSIBILITIES**

Everyone who comes into contact with children/learners and their families has a role to play in their safeguarding. Schools/learning providers and off-site provisions form part of the wider safeguarding system for children/learners.

### **The Aldridge Education Trust Board**

The Aldridge Education Trust Board retains statutory responsibility for ensuring that all legal responsibilities in connection with safeguarding are discharged. The Board appoints a Safeguarding Link Trustee to act as the link between the Trustees and Executive team.

### **Principal**

The Principal will ensure that the policies and procedures adopted by the Aldridge Education Trust Board and Local Governing Committee associated with protecting children/learners are fully implemented, understood and followed by all staff and adhered to at all times.

The Principal will ensure that the DSL and DDSs are properly supported in this role with adequate time and resource level.

The Principal will ensure that all staff receive appropriate and timely safeguarding training.

The Principal will ensure their school/learning provision maintains up to date records of all safeguarding concerns, using CPOMs as their sole recording tool for concerns, LADO referrals and first aid incidents and that the Chief Executive is emailed to inform about any LADO referrals.

### **Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Lead (DDSL)**

The school/learning provider has appointed a member of the senior leadership team, as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.

The DSL will undergo appropriate and specific training at Level 3 to provide them with the knowledge and skills required to carry out their role. The DSL's training will be updated formally every two years but may have refresher training at regular intervals, at least annually, to keep up with any developments relevant to their role.

The school/learning provider has appointed additional staff to deputise for the DSL. The Deputy DSLs have attended appropriate training, which enables them to be fully conversant and to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns.
- Maintain a confidential electronic recording system for safeguarding and child protection concerns. CPOMS online system is Aldridge Education's mandatory system for safeguarding recording.
- Coordinate safeguarding action for individual children/vulnerable adults. In the case of Children in Care, the DSL will ensure that the designated teacher for LAC maintains the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (DSL liaising closely with the designated teacher).
- Liaise with other agencies and professionals in line with Working Together to Safeguard Children.
- Ensure that locally established procedures are followed and make referrals to other agencies, including Early Help, Local Authority referral agencies and CAMHS as necessary.
- Represent, or ensure the school/learning provider is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences).
- Manage and monitor the school/learning provider's part in Early Help / Child in Need / Child Protection / vulnerable adult/TAC/ TAS/TAF plans.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2019).
- The Head of Safeguarding and the DSL undertake a safeguarding audit annually with reviews twice a year alongside the Safeguarding Link Governor. The Safeguarding Link Governor and DSL are responsible for reporting to their LGCs regarding the audit twice a year.
- Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2019.

### **Local Governing Committee (LGC)**

The LGC has read and will follow KCSIE 2019 and will provide independent advice and oversight to their school.

The LGC has nominated a governor for safeguarding named on the front of this document. The nominated governor will undertake independent oversight of school/learning provider level delivery in safeguarding by having termly meetings with the DSL and being part of the school/learning provider safeguarding audit process.

### **Members of Staff**

All members of staff have a responsibility to:

- provide a safe environment in which children/learners can learn
- ensure all children/learners are able to develop appropriate strategies to recognise and respond to risk and build resilience

- identify and recognise children/vulnerable adults who may be in need of extra help, who are suffering, or are likely to suffer significant harm
- provide help for children/vulnerable adults, where appropriate and reasonable
- take appropriate action to prevent safeguarding concerns escalating and work with other services as needed to safeguard children/learners' wellbeing and maintain public trust in the teaching profession as part of their professional duties
- be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school/learning provider safeguarding regime (this may include accessing the trust whistleblowing policy and or procedure for managing allegations against staff)
- maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child/learner
- respond to and refer any concerns about children/learners or other members of the community in accordance with this policy
- contribute towards, read and adhering to the school/learning provider policies

All members of staff at DACA know what to do if a child/learner tells them they are being abused or neglected. (WTD chart– pg. 2 & 3). Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child/learner that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child/learner.

**The welfare and safety of children/learners are the responsibility of all staff in school/learning provision and ANY concern for a pupil/learner's welfare MUST always be reported to the Designated Safeguarding Lead or DDSL.**

### **Children, young people and learners**

Children, young people (pupils) and adult learners have a responsibility to:

- Understand and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
- Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

### **Parents and Carers**

Parents/carers have a responsibility to:

- Read the relevant school/learning provider policies and procedures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discuss safeguarding issues with their child/ren, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify changes in behaviour which could indicate that their child/ren is at risk of harm online
- Seek help and support from the school/learning provider, or other appropriate agencies, if they or their child/ren encounters any safeguarding concern

Parents can obtain a hard copy of the school Safeguarding and Child Protection Policy and other related policies on request to the school and can view them via the school website.

DACA will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers plus one other in case of emergencies. Parents should remember to update the school as soon as possible if the numbers change.

## **7. RECOGNITION AND TYPES OF ABUSE AND NEGLECT**

All staff in school/learning provision should be aware of the definitions, signs, and symptoms of abuse. These are the categories of abuse:

- Physical abuse

- Sexual abuse
- Emotional abuse
- Neglect

Some of the key signs and indicators of abuse are found in Appendix A of this policy. Staff should also refer to sections KCSIE 2019 Part 1 What School should look out for s.18-34 and 'What to do if you are worried a child is being abused' 2015.

All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.

Members of staff are aware that child/vulnerable adult welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. For example, children/vulnerable adults may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. An adult or adults, or another child or children may abuse them. Their peers, family members, by unknown, or in some cases unidentifiable individuals, may abuse children via the internet. In the case of honour-based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child/vulnerable adult may often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time, but can also be a one-off event. This can have major long-term impacts on all aspects of a child/vulnerable adult's health, development and well-being.

The warning signs and symptoms of abuse and neglect can vary from person to person. Individuals also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours may also indicate child/vulnerable adult abuse or neglect, so staff should also be alert to parent-child/vulnerable adult interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child/vulnerable adult and their family. It is important to recognise that a warning sign does not automatically mean a child/vulnerable adult is being abused.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

## **8. SAFEGUARDING AND CHILD PROTECTION PROCEDURES**

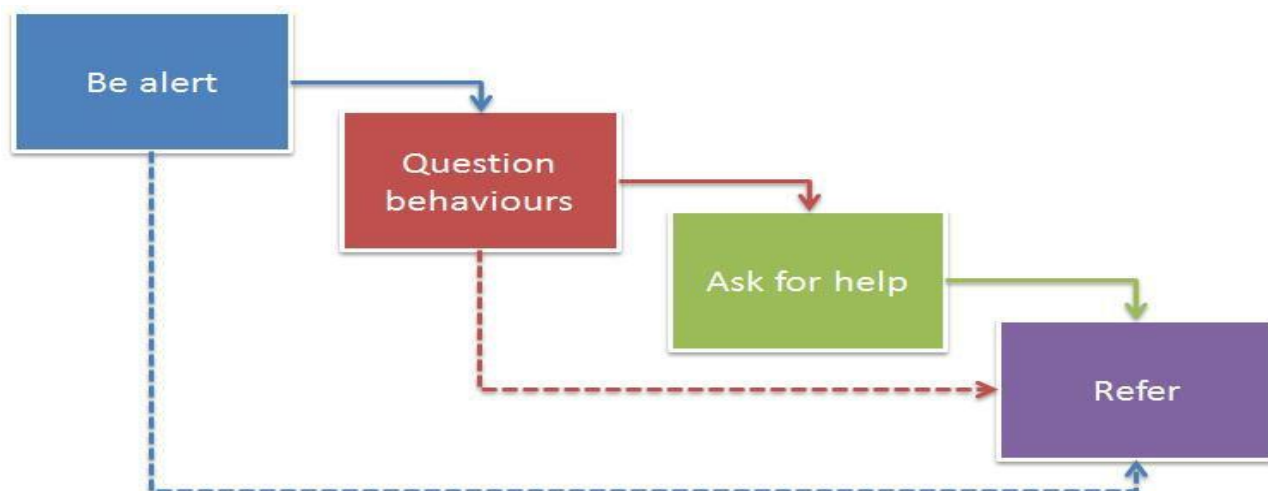
DACA adheres to their Local Authority Safeguarding Partnership Procedures. The full procedures and additional guidance relating to specific safeguarding issues can be found on the LA Safeguarding Partnership website. The three key safeguarding partners for school are the local authority, the clinical commissioning group and the chief officer of police.

Additional guidance for staff includes

- 'What to do if you are Worried About a Child Being Abused' (DfE 2015)
- Information Sharing (2018)

'What to do if you are worried about a child being abused' (DfE 2015) p.12 (s.24) identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.

All members of staff are expected to be aware of and follow this approach:



It may not always be appropriate to go through all four stages sequentially and if a child/learner is in immediate danger or is at risk of harm, a referral should be made immediately to (children's) social care and/or the police.

**The role of the school/learning provider in situations where there are (child) protection concerns is NOT to investigate but to recognise and refer.**

It is the responsibility of the DSL to receive and collate information regarding individual children/learners, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

- To help with this decision they may choose to consult with the Local Authority referral agencies / social care duty team/ Early Help team.
- Advice may also be sought from Aldridge Education Head of Safeguarding.
- Issues discussed during consultations may include the urgency and gravity of the concerns for a child, young person or learner and the extent to which parents/carers are made aware of these.

All members of staff are made aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all early help cases under constant review and will consider making a referral to Social care if the situation does not appear to be improving for the child/learner. New referrals to services will be made using the agreed LA multi agency referral form.

**In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to the LA social care team being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so or it will place the pupil at further harm or risk.**

## 9. RECORD KEEPING

Staff will record any welfare concern that they have about a child/learner on CPOMS. Schools/learning providers may also have a safeguarding incident/concern form for volunteers/extended staff or visitors who do not have a school/learning provision email address account. These forms are held on the shared drive, in the staff area, in the main office or with the DSL. All referrals must be passed without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child/learner's words and will be signed and dated.

All staff at DACA are trained on the use of CPOMS. It forms part of the induction process for staff as well as within the annual safeguarding training, which is delivered to all staff.

Having all disclosures and concerns recorded on CPOMS allows school/learning providers to manage all areas of safeguarding and child protection, including pupil casework, add meetings to a child's chronology, staff training and first aid. This allows immediate follow up and management by the DSL on any issue.

If members of staff are in any doubt about recording requirements staff must discuss their concerns with the DSL.

Safeguarding records are kept for individual children/learners and are maintained separately from all other records relating to the child in school/the learning provision. Safeguarding records are kept in accordance with data protection legislation and retained centrally and securely by the DSL and are shared with staff on a 'need to know' basis only.

The DSL will ensure that the school has more than one available emergency contacts for pupils. School should have at least two emergency contacts for every child in the school in case of emergencies, and in case, there are welfare concerns at the home.

The Principal will be kept informed of any significant issues by the DSL.

All safeguarding records will be transferred in accordance with data protection legislation to a child's subsequent school/setting. This is done electronically via CPOMS where a new school uses this system. Where not, it is done under confidential and separate cover to the new DSL or Principal/Head of School and a receipt of delivery will be obtained.

## **10. Multi Agency Safeguarding Arrangements**

DACA recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018). DACA must ensure children/learner's needs are met and to protect them from harm. All staff will endeavour to identify those children/learners and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

School/learning providers are not the investigating agency when there are child protection concerns and the school/learning provision will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child/learner while these take place in line with the arrangements set out in Working Together to Safeguard Children (July 2018).

DACA will follow the new local multi-agency safeguarding arrangements under the LA Safeguarding Partnership system. The DSL will ensure the changes are updated to staff to reflect what's new and staff should understand what their roles and responsibilities under the new system.

DACA recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family. The Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## **11. CONFIDENTIALITY, INFORMATION SHARING AND GDPR**

DACA recognises that all matters relating to child protection are confidential. The Principal/Head of School or DSL will only disclose information about a pupil/learner to other members of staff on a 'need to know basis'.

All members of staff must be aware that whilst they have duties to keep any information about children, learners, families and colleagues, which they have access to because of their role confidential, they also have a professional responsibility to share information if it is necessary and proportionate with other agencies in order to safeguard children/learners.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children/learners 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/vulnerable adults.

All staff are directed for further information to the July 2018 Government guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, which includes "seven golden rules for sharing information".

All staff must be aware that they cannot promise a child/learner to keep secrets, which might compromise the child/learner's safety or wellbeing.

Everyone in this school who deals with personal data shares the responsibility for data protection.

DACA ensure that policies, training and practice give staff the confidence to know when, how and to whom they can share sensitive information when dealing with a safeguarding concern. The annual safeguarding training also covers how to record that information in a neutral and professional manner, focusing on what is necessary for the safeguarding purpose.

Data protection law is not a barrier, but it is a system of checks and balances to be borne in mind when recording, sharing, and retaining vital but sensitive data.

- School/learning provider must appoint a Data Protection Lead to be responsible for guiding the school/learning provider on data protection matters.
- Senior leaders who manage the 'data ecosystem' should be aware of the content of GDPR in order to oversee how the school/learning provider is complying with data protection legislation.
- Staff who influence how data is used, processed and secured should be involved in creating high-level data maps and be aware of lawful reasons for processing data and minimising risks.
- All staff should be aware of what personal data is, how it can be used, and any risks involved.

## 12. COMPLAINTS

The school/learning provider has a trust Complaints Procedure available to parents, pupils and members of staff who wish to report concerns. This can be found in the office and a link to it found on the school/learning provider's website.

All reported concerns must be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff, volunteer or professional will be dealt with under the specific Procedures for Managing Allegations Against Staff and volunteers.

## 13. STAFF INDUCTION, AWARENESS AND TRAINING

All members of staff will be given a copy of Part 1 of the "Keeping Children Safe in Education" (2019) which covers Safeguarding information. Leaders will read the entire document. Leaders and all members of staff who work directly with children/learners will access Annex A within Keeping Children Safe in Education 2019. Members of staff will sign to confirm that they have read and understood Part One and Annex A of KCSIE 2019 and this information is kept on the school/learning provider's Single Central Record (SCR). This exercise will be repeated when new versions of KCSIE are published.

The DSL will ensure that all new staff and volunteers including teaching, non-teaching, support, supply, peripatetic, contract staff and third-party contractors (whose employees or sub-contractors have access to premises), governors, volunteers and trustees working in or on behalf of the school, including those from Aldridge central team are appropriately inducted as regards the school/learning provider's internal safeguarding procedures and communication lines.

A summary information sheet is available to be given to staff and volunteers to support this process.

All staff members will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:

- **Recognise** potential safeguarding and child protection concerns involving pupils/learners and adults (colleagues, other professionals and parents/carers)
- **Respond** appropriately to safeguarding issues and take action in line with this policy
- **Record** concerns in line with the school policies
- **Refer** concerns to the DSL and be able to seek support external to the school/learning provider if required

All teaching, non-teaching and volunteers will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put children/vulnerable adults in danger. The staff training will also include

school/learning provider responsibilities, the school/learning provider child protection procedures, online safety, safe working practice and external reporting mechanisms.

All staff members will receive regular safeguarding and child protection updates via e-bulletins, staff briefing as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children/learners effectively. All members of staff will be made aware of the school/learning provider's expectations regarding safe and professional practice via the staff behaviour policy, staff code of conduct and the IT and Acceptable Use policy, which is provided and discussed as part of the induction process.

The school/learning provider recognises the expertise, which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore, provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding policy via involvement in staff departmental meetings.

The DSL will provide a safeguarding update to the LGC at each termly meeting. This will include sharing the safeguarding audit and updating governors on progress against any areas that need addressing. This will be done in partnership with the safeguarding link governor. The DSL will also report any and all safeguarding training for staff or groups of staff to the LGC.

Although the school has a nominated lead for the governing body, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

#### **14. SAFE WORKING PRACTICE**

All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.

Children/learners may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children/learners or parents to be conducted in agreed assigned areas.

Physical intervention should only be used when the child/vulnerable adult is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's Behaviour Management Policy, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

- Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2019), and Use of reasonable force: Advice for head teachers, staff and governing bodies (July 2013).
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.). Staff should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings.

#### **15. STAFF SUPERVISION AND SUPPORT**

Any member of staff affected by issues arising from concerns for children/vulnerable adult's welfare or safety can seek support from the DSL.

The induction process will include familiarisation with child protection/vulnerable adult responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.

The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children/learners
- Staff are able to create an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
- All staff have regular reviews of their own practice to ensure they improve over time.

#### **16. SAFER RECRUITMENT**



DACA is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/learners and have their welfare and protection as the highest priority.

DACA is responsible for ensuring that safe recruitment processes outlined within guidance, including an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role and appropriate pre-appointment checks.

DACA is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). At Aldridge Education, this is done via the SCR Tracker software. The Director of HR is responsible for maintaining this for Aldridge Central staff, trustees, volunteers etc. The SCR is a list of all staff, volunteers and governors and includes appropriate recruitment and training information such as:

- Dates of recruitment
- Identity checks
- Disclosure Barring (DBS) reference number and barred list check, including date check was obtained and details of who obtained it
- Eligibility to work in the UK checks
- Prohibition, sanctions and restrictions and s128 directions
- Two references
- Further checks on those who have lived outside the UK
- Professional qualifications check
- Accredited Safer Recruitment Training
- Annual Safeguarding training, DSL training and KCSIE staff read & understand confirmation

The Principal will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information.

We advise all staff to disclose any reason that may affect their suitability to work with children/vulnerable adults including convictions, cautions, court orders, cautions, reprimands and warnings. Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.

It is agreed that all governors and trustees will undergo an enhanced Disclosure and Barring Scheme check. All Aldridge recruitment panels are expected to have one member who has completed the online safer recruitment training sitting on them. This training should be refreshed every two years.

## **17. ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS**

DACA recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children/learners and takes seriously any allegation received.

We understand that on occasions pupils/learners may make allegations against a member of staff. However, staff should also take care not to place themselves in a vulnerable position with a pupil/learner where an allegation can be made. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal or CEO where there is an allegation against the Principal. If the Principal is not present, the most senior teacher present **must** then ensure that the CEO is informed as a matter of urgency.

In the event of allegations of abuse, the Designated Officer (LADO) must be informed of all allegations that come to the school's attention and appear to meet the criteria to discuss the content of the allegation.

The school/learning provider will follow DfE guidance for managing allegations against staff as outlined in Part 4 "Keeping Children Safe in Education (Sept 2019)".

## **18. WHISTLEBLOWING**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and the senior leadership team/executive team will always take such concerns seriously.

All members of staff are made aware of the trust's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child/learner at risk.

Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

**Decisions never have to be taken in isolation  
considerations should be given to consult**

## **19. PEER ON PEER ABUSE (Allegations of abuse made against other children)**

All members of staff at DACA recognise that children/learners are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The school/learning provider is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

Further information about the school/learning provider's response to specific allegations of abuse against pupils/learners can be located in the school/learning provider's Behaviour Management, Anti-bullying, and Online Safety Policies.

The school/learning provider will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children/learners to develop an awareness and understanding of abusive behaviour and to ensure that children/learners recognise warning signs and supports of support both within the school/learning provision and externally (such as the Police community liaison, Child Line, Samaritans etc.).

The school/learning provider recognises 'Up-skirting' as a criminal offence under changes to the Voyeurism (Offences) Act 2019 which criminalise 'up-skirting'. This refers to the act of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission.

The school will respond to cases of "sexting" (or Youth Produced Sexual Imagery) in line with the UKCCIS "Sexting in Schools and Colleges" guidance and KSCB guidance.

## **20. SEXUAL VIOLENCE and SEXUAL HARASSMENT BETWEEN CHILDREN in SCHOOLS and COLLEGES**

DACA recognise that the DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH). School/learning providers must protect all pupils/learners and engage social care, support services and the police as required. The new guidance also makes it clear that whilst the criminal age of responsibility is ten, schools should nonetheless report incidents of peer-on- peer abuse involving children younger than ten to the police where appropriate, who will adopt a welfare rather than a criminal response.

All staff must recognise that a child/vulnerable adult abusing another child/vulnerable adult may have been abused themselves; therefore, the need may be to support the alleged perpetrator.

Full advice and guidance can be found in on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH), which was published in December 2017, has also been updated in May 2018 – see Appendix B of this policy.

## **21. SERIOUS VIOLENCE**

All staff must be aware of warning signs which indicate that a child/learner may be at risk of or involved in serious violent crime. KCSIE 2019 expects schools and colleges to be aware of the risks associated with serious violence (including involvement in criminal networks or gangs) and the measures in place to manage them. KCSIE 2019, paragraphs 29 – 30 directs staff to the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance. Schools and colleges should update policies and training to ensure staff are able to spot indicators which may signal a child's involvement with violent crime and are aware of the Home Office guidance about how to respond appropriately.

## **22. SAFEGUARDING CHILDREN/VULNERABLE ADULTS WITH SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND)**

DACA acknowledges that children/vulnerable adults with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs, which may make it difficult to tell others what is happening.

DACA will ensure that children/vulnerable adults with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children/vulnerable adults with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child/vulnerable adult's disability and be aware that children/vulnerable adults with SEN and disabilities may not always outwardly display indicators of abuse.

## **23. LOOKED AFTER CHILDREN/VULNERABLE ADULTS AND PREVIOUSLY LOOKED AFTER CHILDREN**

DACA recognise that most children/vulnerable adults living in care are kept safe from harm. However, a small number remain at risk of abuse or neglect. Children/vulnerable adults may enter care for all sorts of reasons but most enter because they have been abused or neglected. These experiences can leave children with complex emotional and mental health needs.

Many children also move repeatedly in and out of care, or between placements. This can prevent them from forming stable relationships with the staff, adults and peers.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously LAC safe.

School/learning providers must appoint a Designated Teacher for LAC who has responsibility for promoting the educational achievement of registered pupils who are looked after and certain previously looked after children.

The Designated Teacher for LAC will maintain details of the child/vulnerable adult's social worker and information of the virtual school head in the authority.

## **24. MENTAL HEALTH AWARENESS**

School/learning providers recognise that they play a vital role in spotting the early signs of mental health issues and can help children/learners get the support they need.

Some pupils/learners can be more vulnerable than others can to issues such as depression, anxiety, self-harm or eating disorders. School/learning provider staff need to be vigilant to potential emotional and behavioural problems if there are pupils/learners in school/learning provision who have:

- experienced abuse,
- bullying,
- bereavement,
- have learning difficulties or
- are in care

Exam time can also be a time when children/learners experience increased levels of stress and may need extra emotional support.

The DSL will ensure at induction and through regular training that staff are aware of the processes for reporting and escalating concerns about mental health. If a member of staff has a concern about the mental health of a pupil/learner, they should speak to the DSL in the first instance.

The DSL may offer that if there is a concern about a child/learner's mental health a Strengths and Difficulties Questionnaire (SDQ) can be completed to assess the child/learner's behaviour which is produced by the DfE non-statutory advice for schools in England Mental health and behaviour in schools (DfE, 2018).

## **25. ONLINE SAFETY**

It is recognised by DACA that the use of technology presents particular challenges and risks to children and adults both inside and outside of school/education.

School/learning provider must appoint a Designated Lead for online safety with appropriate skills, interest and expertise regarding online safety.

DACA identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes harm

DACA ensures that monitoring and filtering is in place on school/learning provider systems, but that this should not impose “unreasonable restrictions” on what children/vulnerable adults can be taught about safeguarding and online safety.

## **26. CURRICULUM AND STAYING SAFE**

We recognise that school/learning providers play an essential role in helping children/vulnerable adults to understand and identify the parameters of what is appropriate child and adult behaviour; what is ‘safe’; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

DACA will use the curriculum/learning time to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that pupils/learners have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.

Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, online safety, gender based violence/sexual assaults and ‘sexting’.

## **27. THE USE OF SCHOOL/LEARNING PROVIDER PREMISES BY OTHER ORGANISATIONS**

Where services or activities are provided separately by another body using the school/learning provider premises, the Principal will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children/learners and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

All external services using school/learning provider premises will adhere to the lettings agreement.

If this assurance is not achieved, then an application to use premises will be refused.

## **28. SECURITY**

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may become known. We operate within a whole-school/learning provider community ethos and welcome comments from pupils, learners, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school/provision as outlined within guidance. Visitors will be expected to sign in and out via the school/learning provider’s visitors log system and to display a visitor’s badge whilst on site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school/learning provider will not accept the behaviour of any individual (parent or other) that threatens staff /security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual onto the site.

## **28. ALTERNATIVE PROVISION (AP)**

Schools are responsible for the safeguarding of their pupils when they are placed in an alternative provision. Schools should obtain a written statement from the AP provider that they have completed all the vetting and barring checks that are necessary on their staff. Schools should do a risk assessment for each student going to alternative provision and ensure that decisions on appropriate placement pay due regard to these assessments.

## **APPENDIX I**

### **Signs and Indicators of Abuse**

The signs of abuse in children or young people are not always obvious, and a victim of abuse might not tell anyone what's happening to them. They might be scared that the abuser will find out, and worried that the abuse will get worse. They may also want to protect the abuser, they might think that there's no-one they can tell or that they won't be believed. Sometimes, victims do not realise that what's happening is abuse. The effects of abuse may be short term or may last a long time – sometimes childhood abuse can affect people long into adulthood. Adults who were abused as children may need advice and support.

The following guidance is intended to help all professionals who come into contact with groups who could be victims of abuse. It should not be used as a comprehensive guide, nor does the presence of one or more factors prove that someone has been abused, but it may however indicate that further enquiries should be made.

The following factors should be taken into account when assessing risks to a child or young person. This is not an exhaustive list and some of these indicators could also reflect normal patterns of behaviour which is why professional judgement is critically important.

- An unawareness or denial of any injury, pain or loss of function.
- Incompatible explanations offered or several different explanations given for a child's illness or injury.
- A child reacting in a way that is inappropriate to his/her age or development.
- Becomes secretive and reluctant to share information.
- Shows challenging/disruptive behaviour.
- Talks of running away.
- Is reluctant to get changed for sports or other activities.
- Reluctance to give information or failure to mention previous known injuries.
- Frequent attendances at Accident and Emergency Departments or use of different doctors and Accident and Emergency Departments.
- Frequent presentation of minor injuries (which if ignored could lead to a more serious injury);
- Unrealistic expectations/constant complaints about the child.
- Alcohol misuse or other substance misuse.
- Talks in a way that indicates that they suffer from emotional abuse.
- Domestic abuse, either between intimate partners of any gender, siblings, or parent on child
- Parental mental ill health.
- The age of the child and the pressures of caring for a number of children in one household.
- Concern for younger siblings without explaining why.
- Overtly sexualised behaviour, incl age inappropriate language, &/or sexual terminology
- Dramatic change in appearance, conduct or behaviour
- Prolonged absences from the provision
- Poor or irregular attendance, or persistent lateness
- Signs of depression or anxiety
- Insomnia
- Self-harm
- County Lines activity, incl the use of terminology such as cuckooing (taking over the home of a vulnerable adult), trapping (selling of drugs) and going country (going to another city or town to deliver drugs or money)