



SAFEGUARDING & CHILD PROTECTION POLICY

This policy is applicable to all students, staff and parents of Wellington College Academy Trust.

DOCUMENT CONTROL

Responsible position:	Approved by:
Senior Deputy Head	Trust Board
Version number:	Date approved:
13.0	October 2018
Review Period:	Next review date:
Annually	October 2019

RELATED POLICIES AND DOCUMENTS

Behaviour of Learning and Principles Policy
Drugs, Alcohol and Smoking Policy
Prevent
Health & Safety Policy
Equal Opportunities Policy
Anti-Bullying Policy
Sex and Relationships Education Policy
E-Safety Policy
Trips and Visits Policy
Safer Recruitment and Selection Policy
Whistleblowing Policy
Intimate and invasive care policy
Visitors Policy
Camera, Mobile Phones and Recording Device Use Policy
What To Do If You Are Worried A Child Is Being Abused – Advice for Practitioners
Working Together To Safeguard Children
Keeping Children Safe In Education 2018
National Minimum Standards for Boarding Schools; 3,6, 11,14,15, appendix 1/2, 1/6, 1/12, 1/15, appendix 2/1 2/11

Early Years Statutory Framework
The Nest Tapestry Policy
The Nest Social Networking Policy
WCAT Code of Conduct

REVISION RECORD		
Date	Version	Revision Description
Sept 2009	1.0	Written in line with current legislation and policies
June 2013	2.0	Amended in line with updated legislation acts and policies
Dec 2013	3.0	Amended
Sep 2014	4.0	Amended
Dec 2014	5.0	Reviewed for Boarding Purposes
Jan 2015	6.0	Reviewed for Nursery purposes, approved by Executive Principal
May 2015	7.0	Reviewed for Boarding Purposes – NMS April 2015
May 2015	8.0	Updated in line with revised DfE Guidance
Dec 2015	9.0	Updated for annual review by Board, KCSIE Jul 2015,
Jan 2015	9.1	Minor corrections, inclusion of Prevent, Private fostering and Missing child
October 2016	10.0	Significant additions and restructuring to align better with <i>Keeping Children Safe in Education</i> and to provide greater clarity for staff about processes for reporting concerns.
April 2017	11.0	Significant additions to bring in sections from Wiltshire LA model policy on e.g. Early Help and SEND. Other minor corrections.
September 2017	12.0	Updated for annual review by Board, KCSIE Sep 2016
October 2018	13.0	Updated for annual review by Board, KCSIE Sep 2018

PURPOSE OF POLICY

This policy sets out the duty to safeguard and promote the welfare of young people, including those who are vulnerable and how this will be implemented by Wellington College Academy Trust (the Trust). The policy applies to both day students and boarders.

This policy develops procedures and good practice within the Trust to ensure that each person and agency can demonstrate that there is an understanding of the duty to safeguard and promote the welfare of young people. It provides evidence of how this will be implemented within the Trust and within multi-agency working arrangements.

Key Staff Posts for Reference

Post	Post Holder	Contact
Chair of Trustees	Mr Julian Thomas	
Executive Headteacher	Ms Abrilli Phillip	aph@wcat.org.uk
The Wellington Academy – Governor with responsibility for CP	Mr David Cowley	davidcowley@thewellingtonacademy.org.uk
The Wellington Academy DSL	Mr Rob Wood	robwood@thewellingtonacademy.org.uk
The Wellington Academy Deputy DSL	Mrs Joanne Rose, Ms Beverley Williams	joannerose@thewellingtonacademy.org.uk Beverleywilliams@thewellingtonacademy.org.uk
Director of Boarding	Mr Matt Price	mattprice@thewellingtonacademy.org.uk
Wellington Primary Academy – Governor with responsibility for CP	A White	
Wellington Primary Academy Deputy DSL	Mrs Kerry Chapman	kerrychapman@wellingtonprimary.org.uk
Wellington Primary Academy Deputy DSL	Miss Rebecca Murphy	rebeccamurphy@wellingtonprimary.org.uk
The Nest DSL	Mrs Clare Robertson	clarerobertson@wellingtonprimary.org.uk
The Nest Deputy DSL	Mrs Kerry Chapman	kerrychapman@wellingtonprimary.org.uk

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KEY ROLES

All members of staff employed by the Trust must take responsibility for any issues they encounter of a child protection nature and will sign each year to say that they have read and are familiar with Part 1 of Keeping Children Safe in Education (2018) and the Trust’s Code of Conduct. Staff should follow the procedures outlined in Appendix 1 if they have a concern about a child or Appendix 2 if they have a concern about an adult’s conduct or behaviour.

The Trust appoints an appropriate senior member of staff at each setting to the role of designated

safeguarding lead (DSL). The designated safeguarding lead takes lead responsibility for safeguarding and child protection. This is explicitly laid out in the role-holder's job description.

One or more deputy designated safeguarding leads will be appointed in each setting. Deputies will be trained to the same standard as the designated safeguarding lead. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead. This responsibility should not be delegated. One of the DSL or their deputies needs to be on site at all times.

The designated safeguarding lead and any deputies should liaise with the local authority and work with other agencies in line with the publication *Working together to safeguard children*.

During term time, the designated safeguarding lead and/or a deputy should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Cover arrangements need to be made by the DSL for any out of hours/out of term activities.

The designated safeguarding lead and any deputies need to undergo appropriate training to provide them with the knowledge and skills required to carry out the role, as advised by *Wiltshire Safeguarding Children Board*. The training should be updated every two years. In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

INTRODUCTION TO THE POLICY

In addition to the principles above, this policy reflects the principles outlined in the United Nations Convention on the Rights of the Child and takes into account the European Convention of Human Rights. It also takes account of other relevant legislation at the time of publication. It is particularly informed by the requirements of the Children Act 1989 which provides a comprehensive framework for the care and protection of children and the Children Act 2004. The Trust Board and Local Governing Bodies recognises that Wiltshire Council and the Wiltshire Children Safeguarding Board have a statutory responsibility to monitor the Trust's compliance with the statutory guidance and local procedures.

The Trust recognises that for this policy to be effective it is essential that all staff have an understanding of what safeguarding is, know their responsibilities in relation to safeguarding, understand the safeguarding procedures that operate within the Trust's sites and know where to access advice and information when required. The policy is freely available on the Trust's website and a hard copy is available to all parents on request.

POLICY STATEMENT

Safeguarding and promoting the welfare of children and young people is defined as:

- protecting children and young people from maltreatment
- preventing the impairment of their health or development
- ensuring that they are growing up in circumstances consistent with the provision of safe and effective care
- enabling them to have optimum life chances and enter adulthood successfully

This policy:

- shows how the organisation intends to meet its safeguarding responsibilities
- promotes best practice within the Trust
- reflects the national context of safeguarding and of current central government expectations
- demonstrates how the Trust provides a safe environment in which children can learn and develop
- sets a standard which the Trust will require all organisations/ partnerships with which it does relevant business to meet

POLICY APPLICATION

The Trust's policy applies to all staff and governors (including all adult staff on site, temporary, supply and ancillary staff and volunteers working with children). It also applies to all visitors, including commissioned contractors and/or support service providers working on behalf of, or at any site across, the Trust.

PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE

Types of Abuse

We recognise that because of the day to day contact with young people, staff are well placed to observe the outward signs of abuse and undertake an annual programme of professional development training to help them identify where there may be cases of abuse. The Trust will therefore establish and maintain an environment where young people feel secure, and are encouraged to talk, and are listened to. We will ensure that young people know that there are adults in the academies or nursery whom they can approach if they are worried and include opportunities in the curriculum for young people to develop the skills they need to recognise and stay safe from all forms of abuse.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. (DfE guidance, Keeping Children Safe in Education, 2018)

Physical abuse is defined as: a form of abuse which involves hitting, shaking, poisoning, burning, suffocating or otherwise causing physical harm to a child. It may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child. (DfE guidance, Keeping Children Safe in Education, 2018)

Emotional abuse is defined as: persistent emotional maltreatment of a child such as to cause adverse effects on the child's emotional development. It may be involve conveying to a child that they are unloved or worthless, inadequate or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. (DfE guidance, Keeping Children Safe in Education, 2018)

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. We also recognise the effects of female genital mutilation and child sexual exploitation as defined by the DfE. (DfE guidance, Keeping Children Safe in Education, 2018)

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (DfE guidance, Keeping Children Safe in Education, 2018)

RISKS TO CHILDREN AND KEY SAFEGUARDING ISSUES

All Trust staff should have a broad understanding and awareness of potential safeguarding issues, reinforced by an appreciation of the content of Keeping Children Safe in Education (2018) and regular training updates. These issues including those listed below:

- Bullying including cyberbullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Peer on peer abuse
- Mental health
- missing children and adults
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- trafficking

Peer on peer abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is

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most likely to include, but may not be limited to

- bullying (including cyberbullying),
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals

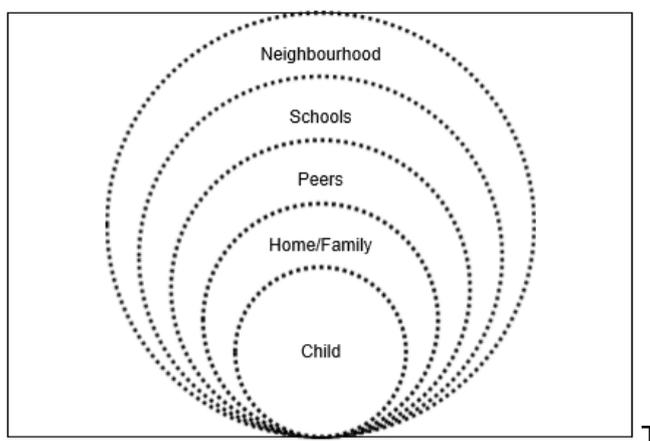
Specific training concerning identifying peer on peer abuse is delivered to the pastoral team on an annual basis. All incidents of peer-on-peer abuse are recorded via Safeguard.

Further information can be found from expert and professional organisations, and more detailed advice and information for schools and colleges can be found on the MindEd and the NSPCC websites. Trust employees are signposted to government guidance as required on the issues listed above via GOV.UK and other government websites.

Staff of the Trust are required to report **ANY** concern about a child, regardless of whether it falls into one of the above categories or not. Further information is supplied in this policy.

CONTEXTUAL SAFEGUARDING

The Trust recognises that safeguarding incidents and/or behaviours can be associated with factors outside of the organisation and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead and the deputies will always consider the context within which such incidents and/or behaviours occur. Using the contextual framework as set out below



Environmental factors including home, peer network, neighbourhood will always be considered when making judgements on appropriate actions

FURTHER GUIDANCE ON SPECIFIC CAUSES OF HARM TO CHILDREN

This section provides some example guidance on certain forms of causes of harm. A fuller list and set of guidance is laid out in KCSIE, Appendix A.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) includes any mutilation of a female's genitals, including the partial or total

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removal of the external genitalia for so-called cultural or other non-medical reasons. FGM is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

FGM is illegal and is a child protection issue. Teaching staff have a legal obligation to report cases of Female Genital Mutilation on a girl under 18 directly to the police in person.

Staff may discover cases either through disclosure by the victim or visual evidence that FGM appears to have been carried out. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Staff should also consult with the DSL. This requirement does not apply to those at risk of FGM, and in these cases, the matter should be referred as a general safeguarding concern to the DSL using the normal procedures outlined in this policy.

Although Wiltshire is home to relatively few families with links to countries with a high prevalence of FGM, schools and other professionals here will want to be aware of the issue and alert to the warning signs that a child may be at risk. These include a child or family:

- having a mother and/or sister who has undergone FGM
- being withdrawn by parents from PSHE or from learning about FGM
- discussing FGM with friends
- talking about a “special procedure” or a special occasion where she will “become a woman”
- planning to make an extended visit to a country where FGM is practiced
- preparing for a visit from a female family elder.

Schools are well-placed to identify girls at risk of FGM for two reasons: 1) a significant number of the girls at risk of FGM fall within the school-age range, and 2) parents and families that practise FGM may give no other cause for concern, meaning that girls are not known, or accessing, any services other than school. Safeguarding girls at risk of harm through FGM poses specific challenges because the families involved may give no other cause for concern with regard to their parenting responsibilities or relationships with their children. However, there remains a duty for all professionals to act to safeguard girls at risk of FGM under ‘*Working Together*’. Anyone who has information that a child is potentially or actually at risk of significant harm should inform social care or the police.

Professionals also have a responsibility to ensure that individuals, families and communities know that FGM is illegal and that agencies are actively tackling FGM and supporting communities not to practise it. This knowledge alone may deter families from having FGM performed on their children, and safeguard girls and women from harm. (DfE guidance, *Keeping Children Safe in Education*, 2018)

Teaching staff have a legal obligation to report cases of Female Genital Mutilation on a girl under 18 directly to the police in person. Staff may discover cases either through disclosure by the victim or visual evidence that FGM appears to have been carried out. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Staff should also consult with the DSL. This requirement does not apply to those at risk of FGM, and in these cases, the matter should be referred as a general safeguarding concern to the DSL using the normal procedures outlined below.

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to

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serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. (DfE guidance, Keeping Children Safe in Education, 2018)

Extremism and Radicalisation/PREVENT

The Trust pays due regard to its duty under section 26 of the Counter Terrorism and Security Act 2015 to prevent young people from being drawn into terrorism. In this regard this policy and the Trust's Prevent Policy puts in place procedures for protecting children at risk from radicalisation. Due to our location in a large Garrison town with a large percentage of Military families, we are especially mindful of potential right-wing extremist views that maybe held by a minority of the population. All Designated Safeguarding Leads will undertake Prevent Awareness Training and will act as the focus and source of advice on Prevent. They will ensure that all staff carry out training in prevent at Inset, induction training and by on-line training.

Missing from Education

A child going missing from education is a potential indicator of abuse and neglect. If a member of staff or volunteers becomes aware that a child is missing, or missing education, they need to report to the DSL immediately. Where reasonable possible the Trust will ensure it holds as a minimum two up to date contact numbers for each student including emergency contact details for somebody who does not reside at the child's home address, these will be updated annually. After reasonable attempts have been made to contact the family, we will follow the WSCB procedure and refer to the MASH team.

If a looked after child or a child subjected to a CP plan goes missing, we will refer them to the MASH team within 48 hours.

Unauthorised absence procedures will be followed where a child or young person:

- has 10 days or more continuous absence from school without an explanation and/or
- has left school suddenly and the destination is unknown and/or
- has not taken up an allocated school place as expected.

Any such concern will be reported to the Local Authority through the Education Welfare Service.

The school will also refer to the MASH any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

Private Fostering

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- a child is under 16 years of age – 18 if they have a disability
- the arrangement is for 28 days or longer
- the child's new carer does not have parental responsibility for the child and is not a close relative

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

If Trust staff become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care; we will follow this up by contacting children's Social Care directly.

Allegations of Abuse Made Against Other Children: Peer on Peer Abuse

At our Trust, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

Occasionally, safeguarding allegations may be made against children by others in the school. This is most likely to include, but not limited to:

- bullying (including cyber bullying),
- gender based violence/sexual assaults and
- sexting.

Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

- If there is a safeguarding concern the DSL should be informed using the procedure outlined in this document, and will decide on any appropriate action
- A record will be made in line with advice from the record keeping section of this policy
- Relevant outside agencies (e.g. police) will be made aware and may also provide support for the victim

Victims of peer on peer abuse will be supported in your school via our counselling team and the relevant staff with responsibility for that year group will put in place measures to protect the affected child whilst in the school building. It is also important that other children who are aware of the circumstances of the abuse are encouraged to keep confidentiality with their peers.

ACTION REQUIRED IN THE EVENT OF A CONCERN

Any suspicion that a child may be a risk of any form of harm (or already have been subjected to), including FGM, CSE or Extremism should be dealt with as part of current child protection structures, policies and procedures as summarised in Appendix 1. This includes referral to the DSL, MASH call and phoning 999 as required.

The academies and nursery will endeavour to support the young person through:

- the content of the curriculum
- the Trust ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued

- the academies or nursery behaviour policy, which ensures that unacceptable behaviour is dealt with appropriately, students are valued and not blamed for any abuse that has occurred
- liaison with other agencies that support the student such as health services, education psychologists, welfare services and social care teams
- the implementation of recommendations, relating to education, from Serious Case Reviews
- the implementation and reviewing of statutory policies that are relevant to safeguarding and promoting the welfare of young people
- recognising that young people come from a variety of backgrounds and as a result have developed policies that ensure we embrace all students regardless of race, faith, gender, disability/ ability, sexuality (LGBT) and socio-economic background.

EARLY HELP

At our Trust, whenever possible, we will ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met, to prevent situations from escalating into larger problems.

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 will support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. 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's situation does not appear to be improving or is getting worse.

STATUTORY ASSESSMENTS

Where a child 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 authority's referral process as outlined in Appendix 1

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

The school recognises that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore, adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Additional barriers can exist when recognising abuse and neglect in children with SEND. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

We will provide a school environment in which pupils with SEND feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with particular communication needs.

Wiltshire Council provides targeted support services for children with SEND who need additional support:
SEND Service: 01225 757 985.

LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Trust recognises this and aims to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

Via our MIS and through Solution circles we will ensure appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. The Trust will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding lead hold details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

The designated teacher

K Hearn-Smith has had appropriate training, the relevant qualifications and experience and is currently appointed as the designated teacher for LAC she will work with the local authorities to promote the educational achievement of registered pupils who are looked after as well as who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

WELCOMING OTHER PROFESSIONALS

Visitors with a professional role will have had the appropriate vetting checks undertaken by their own organisation. They should provide evidence of their professional role and employment details (an identity badge for example). If necessary, the school will contact the relevant organisation to verify the individual's identity. Professionals will complete signing in/out forms and wear a school visitor I.D. badge.

OFF-SITE ARRANGED SCHOOL TRIPS

Appropriate risk assessments must be in place prior to any school trips visit taking place.

Any overnight visit will explicitly set out:

- sleeping arrangements;
- The role and responsibility of each adult, whether employed or volunteers
- On/off duty arrangements
- Clear expectations about boundaries and interactions with children; and expectations around smoking/drinking by adult, e.g. none
- A complete list of students attending any trip should be shared with safe guarding team prior to visit taking place.

Safeguarding concerns or allegations should be actioned in the usual way. The member of staff in charge of the visit will report any safeguarding concerns to the DSL and/or Headteacher, who will make a referral to WCAT

the MASH or Designated Officer for Allegations (DOFA) if appropriate. In an emergency the staff member in charge will contact the police and/or the MASH.

EXCHANGE VISITS

As a Trust we will satisfy ourselves that parents/carers who will act as host families for pupils are suitable to host pupils and are aware who in the school they should raise any concerns with. Any adult over 18 in a host family will be subject to DBS checks as per KCSIE guidance.

Schools should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. (KCSiE Annex E).

PRIVATE TUTORS

If a Private Tutor is employed to work with an individual student or small groups of students, all of the necessary compliance checks must be completed by HR and induction carried out by the member of staff who has made the arrangements prior to any visits commencing. Tutoring sessions should only take place in a public space e.g. library or common area. During the session a member of staff must periodically check to ensure all is well.

USE OF REASONABLE FORCE

The trust does not operate a 'no contact' policy instead adopts a reasonable force policy recognising that there are circumstances where it is needed to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, the Trust will consider the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010³⁶ in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.³⁷ The Trust will always seek to plan positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers.

All incidents where reasonable force has been required will be reported directly to the Executive Headteacher.

Further advice and guidance on the use of reasonable force can be found in the DFE publication 'Use of reasonable force - Advice for Headteacher, staff and governing bodies' July 2013

TRAINING

In line with KCSIE and WSCB guidance, the Trust requires all staff to attend a comprehensive safeguarding and child protection training session upon their appointment, which may include online elements. Furthermore, this training is refreshed for all staff annually which also covers the Prevent awareness course. In addition every three years a full safe guarding training session will be delivered by Wiltshire council coordinated by the DSL.

Training requirements of DSLs and Deputy DSLs are outlined in the section on these roles above. Identified staff will undertake a use of reasonable force training course delivered by Team Teach or similar accredited organisation

The Trust requires all Directors and Governors to undertake safeguarding and child protection training upon appointment and participate in regular update training.

EQUALITY & DIVERSITY

This policy should be read in conjunction with the Trust's Equal Opportunities policy.

Equality is based on the idea of fairness whilst recognising that everyone is different and diversity is about the ways in which people differ. The Trust expects all staff and volunteers who come into contact with children and young people to treat them as individuals and make them feel respected and valued. This is an essential element of the Trust's ethos and commitment to safeguarding young people.

In line with the Equality Act of 2010, the Trust does not tolerate discrimination of any kind and promotes equal opportunities in a range of ways. As such the use language or actions targeted at students or adults which are associated with forms of discrimination based on the following characteristics are not tolerated:

- Race
- religion and belief
- Gender/transgender
- Disability
- Sex
- Sexual orientation
- Gender/transgender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Age
- Socio-economic background

GENERAL SAFEGUARDING RESPONSIBILITIES OF THE ORGANISATION

The Trust will follow the child protection procedures set out by the Wiltshire Local Safeguarding Children Board (LSCB) and the South West Child Protection Procedures Group www.swcpp.org.uk and will take into account of guidance issued by the Department of Education to:

- Ensure each academy and nursery has a designated member of the leadership team for child protection (The Designated Safeguarding Lead or DSL) as outlined above
- Ensure each Local Governing Body has a nominated governor responsible for safeguarding. This is currently the Chair of each LGB. The governors are listed at the end of this policy
- Ensure every member of staff, volunteer and governor knows the name of the respective designated member of the leadership team responsible for child protection and their role. These details are listed below and their responsibilities are found at the beginning of this policy document
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect and their responsibility for recording concerns and referring concerns to the appropriate designated person

- Ensure that the designated person contacts the appropriate social care team if there are concerns about a young person in the area where the young person lives and follows it up with a written referral
- ensure that every member of staff realises that if, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately and anybody can make a referral. Information on who and how to do this is contained on the posters displayed in every setting
- ensure that parents and visitors are also aware by a poster displayed in every setting of who to contact, and how to contact
- notify the appropriate social care team immediately if there is an unexplained absence of a pupil who is subject to a child protection plan
- ensure that students are aware that their best interests will be maintained but staff cannot offer or guarantee absolute confidentiality
- ensure that parents or guardians are informed of concerns when staff are certain that the child would not be put at risk by their doing so
- ensure all staff receive child protection training as part of their induction process plus every three years thereafter; and the lead people are trained every two years in accordance with Wiltshire LSCB guidelines
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- keep written records of child welfare and safeguarding concerns raised even when there is no need to refer the matter immediately
- ensure that staff are given as much information as necessary in order to help the child concerned; this is on a 'need to know' basis
- ensure all safeguarding/child protection records are kept securely and separate from the main student file in a locked location and ensure the student file records the existence of further records
- ensure safer recruitment procedures are followed at all times
- ensure that any allegations, of a safeguarding nature, against members of staff are dealt with according to Wiltshire LSCB guidance
- ensure that when a student moves school their safeguarding/child protection record transfers to the designated person within the receiving school within five days; all relevant agencies will be informed of the transfer
- ensure each setting's buildings and sites are appropriately secure with a clear record of any risk assessments carried out in relation to safeguarding
- ensure all visitors to the academies or nursery site sign in and out of reception and display a visitor badge at all times. All visitors are provided with a safeguarding leaflet outlining safeguarding procedures
- ensure all relevant policies with a safeguarding element are consistent with this policy and make reference where appropriate
- ensure that all nursery and primary staff (including support staff who work on these premises) are aware of the mobile phone and devices policy.
- ensure that parents receive information regarding the safeguarding responsibilities of the primary and secondary academies and in the case of the nursery, they read and follow the parents' Code of Conduct

SECURE TRANSFER OF RECORDS

When a student leaves the organisation, the designated safeguarding lead will 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. The file is always transferred separately from the main student file.

In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child 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 arrives.

STAFF WHO ARE PARENTS OF STUDENTS

It is recognised that there may be occasions when an employee who is also a Parent/Carer of a student they may wish to transport to and from school and/or welcome into their home other students who are friends of their son/daughter. There is no reason why this should not be permitted, however they are required to notify the DSL of their status as a Parent and give brief details of any arrangements that have been put in place.

SAFER RECRUITMENT AND EMPLOYMENT

The Trust recognises that it has a duty to ensure the safe employment of staff and volunteers is robust. This means:

- maintaining a Single Central Record of Recruitment and that the Executive Principal and key members of the Trust and Governing Body have completed Safer Recruitment Training
- one person on every interview panel will be accredited in Safer Recruitment by the Teaching Regulation Agency or similar accreditation provided by a local authority/body
- in line with the statutory document, Keeping Children Safe in Education 2018, most appointments will require an Enhanced DBS Certificate, which includes barred list information, as the majority of staff will be engaging in regulated activity
- the Trust will report to the DBS any person who is deemed, through investigation and outcomes, not suitable to work with children
- primary and nursery staff may be required to complete disqualification by association declaration on an annual basis
- there is no requirement to obtain an Enhanced DBS check if, in the three months prior to beginning work in their new appointment, the applicant has worked in a school in England in a post which brought them into regular contact with children or in any post in a school since 12 May 2006; or in a college in England in a position which involved the provision of education and regularly caring for, training, supervising or being in sole charge of children or young people under the age of 18. **(however, see the Safer Recruiting Policy for those employed in an EYFS setting)**
- all Directors and Governors are subject to an Enhanced Disclosures and Barring (DBS) check and the Trust will report to the DBS any person whose services are no longer used since we consider the person not suitable to work with children
- all teaching staff, including unqualified teachers, are subject to prohibition checks and EEA Restriction Check, using the Employer Access On-line service
- all teachers that are in Management positions are subject to a Section 128 Direction check
- all supply teacher staff are also subject to all pre-employment checks including prohibition checks, this will be completed by the appropriate compliant agency

- all trainee teachers are also subject to the same vetting procedures, these are conducted by their associated university of training establishment
- all staff will be given an induction to safeguarding which will be appropriate to their role and function
- all staff will be given a copy of the Trust Code of Conduct for Safer Working Practice and KCSIE (2018) and asked to confirm their acceptance of said documents
- all staff will be trained on induction to ensure they recognise the signs and indicators of abuse and what to do if they have safeguarding concerns about a young person
- The Trust is committed to providing regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. In addition, every three years a full safe guarding training session will be delivered by Wiltshire council coordinated by the DSL
- appropriate checks are made of settings when a student is educated off site at another educational setting
- staff in the boarding house, either working, or residentially, need an Enhanced DBS and this needs to be renewed every 3 years
- Visitors to the boarding house require an Enhanced DBS check

MANAGING ALLEGATIONS AGAINST STAFF AND THE EXECUTIVE HEADTEACHER

We recognise that a young person, parents or a colleague may make an allegation against a member of staff if they have:

- behaved in a way that has harmed a young person, or may have harmed a young person
- possibly committed an offence
- behaved towards a young person or children in a way that indicates he/she is unsuitable to work with children or young people

The process for reporting allegations and concerns about staff is outlined in Appendix 2. The blue form is only to be used for safe guarding concerns, where a member of staff believes an adult's behaviour is a risk to the students in their care. The Trust will ensure that:

- That all allegations against a member of staff are reported directly to the Executive Principal in the Academy or the Head of Primary in the Wellington Primary Academy. If the allegation has been made against the Executive Headteacher then this is referred directly to the Board's Chair of Directors
- that in the event of the allegation being made against the Executive Principal, the Board's Chair of Directors should be contacted through the Trust's Head of Governance
- That the Trust complies with the relevant Local Authority Child Protection Procedures and the DfE Practice Guidance Keeping Children Safe in Education (2018). If the case involves serious harm the police will be informed
- that the Designated Officer for Allegations is informed– contact details are displayed in each setting
- that the settings participate in any investigation that ensues
- that in any allegation that is found to be justified, that the Trust will comply with informing all relevant agencies (TRA), including Ofsted for de-registration purposes
- that the Trust addresses any areas of concern identified in the investigation process
- that the process of reporting concerns about a member of staff is available to young people and their parents via the Trust's website and the general complaints policy

- that where allegations are found to be malicious then they are dealt with proportionately ensure that staff adhere to the Trust's policy on whistleblowing when reporting any malpractice or abuse
- the above process is highly visible around all the Trust's sites to ensure all staff are aware of this policy

MONITORING & REVIEW

This document will be reviewed annually by the Board of Directors and will be monitored via three monthly internal reviews with the safeguarding team, or as required. The Trust's policies and procedures will also be subject to an external audit by the local authority on an annual basis.

The Board of Directors will delegate responsibility to the Executive Headteacher the appointment of the designated leads for internal safeguarding and child protection.

REVIEW OF CONCERNS AND PROCESSES

Blue "cause for concern" forms and access to the Safeguard website should be made easily available for staff at all times. Staff who have concerns about a child must complete an online form via Safeguard as soon as possible and they are sent to the DSL without delay. Online referrals are evaluated daily and discussed weekly at the safeguarding panel meeting, with urgent concerns dealt with in person and always following the published procedures as outline above.

Staff who raised the concern should receive an email confirming receipt instantly but know they may not receive any additional follow up.

Support and guidance from Local Authority Social Care is regularly sought in order to provide the best possible help for pupils in need and issue feedback to the setting on best practice.

APPENDIX 1 –CONCERNS ABOUT A CHILD: INTERNAL AND WILTSHIRE SAFEGUARDING CHILDREN BOARD GUIDANCE.

Sample flow chart – staff contact details change from school to school. Please check published charts.

SAFEGUARDING AND CHILD PROTECTION PROCEDURE **(INCLUDING BOARDING)**

If you have concerns about the welfare of a student or you believe that they may be at risk, then it is important to follow the procedures outlined below which will protect the child and ensure that all staff deal with issues in a consistent way.

If you have any doubts, remember that the key objective is to protect the child so we must act and not ignore concerns.

The Designated Safeguarding Lead (DSL) at the Wellington Academy is:

Rob Wood

In his absence Beverley Williams or Jo Rose (Deputy DSLs), should be consulted.

The Designated Safeguarding Lead (DSL) at the Wellington Primary Academy

:

Kerry Chapman

In her absence Rebecca Murphy (Deputy DSLs) should be consulted

The Designated Safeguarding Lead (DSL) at The Nest who must receive the referral form is:

Clare Robertson

In her absence Kerry Chapman (Deputy DSL) should be consulted

MAKING A REFERRAL

Log-in to www.safeguard.co.uk (use the tile on the staff portal) complete the on-line referral form giving as much detail as possible regarding your concern

Submit the referral, you will receive an e-mail to acknowledge your referral has been seen by the safeguarding team



The information will be assessed and the appropriate action taken.



Feedback to staff will be made on a need to know basis, but please contact your DSL if you would like to discuss your referral further.

IMPORTANT INFORMATION FOR SAFEGUARDING

If you are in doubt about how to proceed with a concern or need help completing a referral, please contact **Rob Wood (at the Academy), Kerry Chapman (at the Primary Academy) or any of the safeguarding team.**

WILTSHIRE SAFEGUARDING CHILDREN BOARD



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

Member of staff has concerns about a child's welfare

- Be alert to signs of abuse and question unusual behaviours.

Where a young person discloses abuse or neglect

- Listen; take their allegation seriously.
- Inform them what you are going to do next.
- Do not promise confidentiality.
- **You should not** question further or approach/inform the alleged abuser. All concerns need to be recorded on the safeguard portal

Discuss concerns with Designated /Named Safeguarding Lead

The **Safeguarding Lead** will consider further actions required, including consultation with Children's Social Care (number below). Concerns and discussion, decisions and reasons for decision should be recorded in writing by agency/organisation.

In **exceptional** circumstances or in the absence of a safeguarding lead the individual may contact social care directly.

Still have concerns: refer to Social Care.

No longer has safeguarding concerns.

Children's Social Care

During office hours, Monday – Friday

Multi-agency Safeguarding Hub (MASH)
0300 456 0108

If the child is at immediate risk dial 999 and ask for police

Out of hours

Contact
Emergency Duty
Team on
0845 6070 888

Additional/unmet needs.

Children's Social Care

1. Acknowledge receipt of referral
2. Decide on next course of action (within one working day)
3. Feedback decision to referrer e.g.:
 - Further Assessment including.
 - Child protection enquiries/Strategy Discussion.
 - No further action required for Children's Social care **and Early Help assessment recommended.**
 - Referred to other agency for service provision.

Consult with family and relevant agencies and undertake and Common Assessment (Early Help CAF) and Team around the Child meetings.

This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance ‘What to do if you’re worried a child is being abused’ guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation) at: www.wiltshirelscb.org

In addition to the processes outlined above, certain key forms are required to be completed by staff (a new form is required for each new concern):

- 1. Child Welfare and Child Protection Concern Record** - For completion where not using the online Safeguard portal where child welfare or child protection concerns are identified in accordance with the principles of the Trust’s safeguarding policy. This record should be completed by the adult who first observed the concern and reported to the setting’s Designated Safeguarding Lead (DSL) without delay. The DSL will review and report concerns where appropriate to Children’s Social Care if a child is deemed to be in need or at risk of significant harm or in need. This information will be disclosed only to staff on a need-to-know basis for the purposes of child protection.
- 2. Child Pre-existing Injuries / Marks Record (Currently EYFS Only)** – For completion where a child presents with an injury or mark that is not believed to have been caused during the time the child was under the setting’s care. **If the person making this record is worried that the child may be abused or neglected, a Child Welfare and Child Protection concern record must be completed instead of this form.**
This record should be completed by the parent/carer when the child arrives at the setting, signed and reported to the setting’s manager without delay. The manager will review the information provided and decide on the next course of action. The form must be signed by the parent/carer before leaving the setting, as requested.
- 3. Child Accident / Incident Record** - For completion where a child is involved with an accident or incident within the setting. **If the person making this record is worried that the child is being abused or neglected, a Child Welfare and Child Protection concern record must be completed instead of this form.** This record should be completed by the adult who first observed the accident/incident or injury and reported to the setting’s manager without delay. The manager will review the information provided and decide on the next course of action (including delivering First Aid/requesting medical attention, contacting parents/carers and if necessary, consider reviewing existing factors/policies to prevent another accident or incident from occurring again etc.).

ALLEGATIONS AGAINST ADULTS
Risk of harm to children

If you become aware that a member of staff/volunteer may have:

- Behaved in a way that **has harmed** a child, or **may have harmed** a child;
- Possibly committed a **criminal offence** against or related to a child or
- Behaved towards a child or children in a way that indicates they **may pose a risk of harm** to a child
- If you have any concerns about an adult's conduct in relation to child safety

Where a young person discloses abuse or neglect

- Listen; take their allegation seriously; reassure that you will take action to keep them safe.
- Inform them what you are going to do next.
- Do not promise confidentiality.
- Do not question further or approach/inform the alleged abuser. A record must be made of what has been reported.

Report **immediately** to the Executive Headteacher (or Chair of Governors if the allegation concerns the Executive Headteacher). Ensure you complete a blue concern form and hand into the Executive Headteacher's office. Or in their absence, the Designated Safeguarding Lead for Child Protection matters. Unless there is clear evidence to prove that the allegation is incorrect, the Executive Headteacher (or Chair of Governors) must:

Report the allegation within one working day to the Designated Officer for Allegations:

- Designated Officer (direct line):** **01225 718079 or 01225 713945**
- Multi-agency Safeguarding Hub (MASH):** **0300 456 0108**
- Out of Hours Emergency Duty Service:** **0845 6070 888**

The Designated Officer will:

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history.
2. Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.

If the allegation threshold is NOT met, the Designated Officer will agree with you an appropriate response (*e.g. for the agency to undertake further enquiries or undertake and internal investigation*)

If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager/safeguarding lead, the Designated Officer, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed –e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

Welfare and Child Protection Concern Sheet

Please pass the original form directly to the Executive Headteacher's Office. All referrals should be in a sealed envelope. NO COPIES should be made for your records.

It is essential that all parts of this form are filled out as accurately as possible.

Date of Concern		Name and role of person making this record:	
Member of Staff			
<p>Nature of concern: Please include full details of the concern.</p> <p>Eg: When this took place.</p> <p>Observations as well as professional opinions.</p> <p>Attach additional sheet(s) if necessary.</p> <p>Please write any actions you have taken.</p>			

Action taken:

Outcome

Date:

Signed:

Complaints may be received about staff or other adults from parents or other adults. These will be dealt with via the Trust's **complaints procedure**. Allegations received in this way will be processed by senior staff who will use the guidance above.