Safeguarding & Child Protection Policy

To be read in conjunction with each school's Safeguarding & Child Protection Policy

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Chair of Trustees:

Policy

This Trust-wide policy applies to all staff, including the Board of Trustees and Central Staff, paid staff, volunteers, agency staff, pupils/students/learners or anyone working for and on behalf of the Rowan Learning Trust.

This policy should be read in conjunction with each school's policies and safeguarding documents.

1   Introduction

This policy has been developed in accordance with the principles established by

- The Children's Act 1989;
- The Education Act 2002;
- The Children's Act 2004;
- Keeping Children Safe in Education (KCSiE) (latest edition);
- EYFS Framework;
- Working Together to Safeguard Children (latest edition);
- Guidance for Safer Working Practice.

The Trustees of the Rowan Learning Trust and the governors of each school within the Trust take seriously their responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our schools to identify, assess and support those children and young people who are suffering harm.

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2   The purpose of this policy

The purpose of this safeguarding policy is to ensure every child who is registered at each school within the Trust is safe and protected from harm. This means we will always work to:

- Protect children/young people at our schools from maltreatment;
- Prevent impairment of our children/young people's health or development;
- Ensure that children/young people at our schools grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children at our schools to have the best outcomes.

This policy provides the overarching principles that steer and inform our approach to safeguarding and child protection for staff, governors, volunteers, visitors and parents/carers.

We fully recognise the contribution we can make to protect children from harm and to support and promote the welfare of all children who are registered in our schools and are part of our school community.

3   Ethos

Improving outcomes for all children and young people underpins all of the development and work within the Trust. Safeguarding is **everyone's responsibility** and as such our schools endeavour to create a secure, happy and safe environment within which every child has the opportunity to thrive socially, emotionally, physically and academically.

All our school's recognise the contribution they make in ensuring that all children who are registered or who use our facilities feel that they will be listened to and appropriate action taken.

We do this in part by working in partnership with other agencies/professionals and by establishing effective and constructive working relationships with parents/carers. We also collaborate with other colleagues to develop and provide activities and opportunities throughout our curricula that will help our children/young people to develop the skills they need to stay safe and thrive. These include materials and learning experiences that will

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encourage our pupils/students/learners to develop essential life skills and protective attitudes and behaviours.

4   Trustees' Responsibilities

All Trustees understand their safeguarding duties and are kept up to date with legislation and regulation.

The Trust Board has a legal responsibility to make sure that all our schools have effective safeguarding policies and procedures in place and monitors the implementation of these policies regularly. The Trust Board does this by:

- commissioning regular external safeguarding reviews of each school and the MAT;
- receiving regular reports from the CEO on safeguarding to the MAT board;
- delegating operational responsibilities to local governing committees (LGCs) as outlined in the scheme of delegation.

Trustees ensure that DSL staff receive appropriate supervision and support to complete their role effectively. This includes a termly opportunity for DSLs from the Trust schools to meet and share expertise and knowledge; to refine procedures and to develop/embed best practice to ensure our learning environments are as safe as possible for our children and young people.

5   Governors' Responsibilities

The LGC of each school has appointed a named Safeguarding Governor who has lead responsibility for overseeing and monitoring all safeguarding issues in each school.

The LGC will ensure that the named governor for Safeguarding & Child Protection attends the required training and that they refresh their training at least every two years.

The LGC must receive at least annually a Safeguarding Report, prepared by the DSL.

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6 Staff Responsibilities

The Trust and our LGCs recognise that for this policy to be effective, it is essential that all our staff understand what safeguarding is, know how to access safeguarding information, know of any possible contribution that they may be required to make to safeguard our students and how to access further advice, support, or services. Each school will appoint at least one Designated Safeguarding Lead (DSL) and one Deputy Safeguarding Lead who will have day to day responsibility for dealing with safeguarding in the school.

All designated staff will undergo training to provide them with the knowledge and skills required to carry out the role and will update their training at least every 2 years.

All staff will receive appropriate safeguarding and child protection training which is regularly updated in line with statutory guidance. In addition, all staff will receive safeguarding and child protection updates (e.g.: via email, ebulletins and staff meetings), as required, and at least annually to provide them with the relevant skills and knowledge to safeguard children effectively.

All staff will be updated on changes to legislation and procedure as necessary.

All members of staff, volunteers, governors, and trustees must know how to respond to a child/young person who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.

All staff are responsible for ensuring that they know or are familiar with their respective school's Child Protection and Safeguarding Policy.

All staff will be provided with and are required to read Part 1 of KCSiE at the start of each academic year (or on joining if later). Staff are required to familiarise themselves with the contents, particularly any changes and to sign to state they have read and understood the document.

All staff are entitled to raise concerns directly with Children's Social Care Services.

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7 Roles and Responsibilities

7.1 LADO Role

A Local Authority Designated Officer (LADO) or Designated Officer (DO) works within each Local Authority area and is there to support staff across all organisations who work with children and young people if any concerns arise regarding any practitioner who works with children and young people.

The LADO should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed a child;
- may have harmed a child;
- possibly committed a criminal offence against a child/children.

If a member of staff has concerns regarding the conduct of a colleague then they should in the first instance report this to the Designated Safeguarding Lead within their own organisation, who is required by law to report this concern to the LADO. However, it is important to note that anyone can contact the LADO if they need to do so for advice or support, especially if concerns are regarding the conduct with children and young people of management or holistic organisational practice.

7.2 Designated Safeguarding Lead (DSL) Role

The DSL is the person appointed to take lead responsibility for child protection issues in school. The person fulfilling this role <u>must</u> be a senior member of the school's leadership team, and the DSL role must be set out in the post holder's job description. (see Appendix 2 in this policy or Annex C in KCSiE)

It is good practice to nominate a deputy to cover the role of the designated safeguarding lead when they are unavailable. In larger schools, it is advisable to have more trained deputy DSLs and/or other senior staff who can also take on this role and work as part of a 'designated safeguarding team'. The lead responsibility for safeguarding and child protection remains with the DSL.

The DSL should consider whether to:

- refer cases of suspected abuse to Children's Social Care and support staff who have raised concerns about a child or have made a referral to social care;
- refer cases of /concerns about radicalisation to the Channel programme and offer support to other staff who have concerns about radicalisation;
- refer cases to the police where a crime has been or may have been committed;
- ensure cases are referred to the Disclosure and Barring Service (DBS), if a member of staff has been dismissed following concerns they posed a risk to a child.

If a member of staff has concerns regarding the conduct of a colleague then they should in the first instance report this to the Designated Safeguarding Lead within their own organisation, who is required by law to report this concern to the LADO. However, it is important to note that anyone can contact the LADO if they need to do so for advice or support, especially if concerns are regarding the conduct with children and young people of management or holistic organisational practice.

All referrals and decisions not to refer must be recorded in line with the school's systems.

DSLs in collaboration with the headteacher are expected to complete an annual S157 safeguarding audit required by the home local authority for our schools as well as any regular safeguarding audits deemed appropriate by Trustees, external partners or required by statutory guidance.

7.3 Parents / Carers

All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the individual school's Safeguarding and Child Protection Policy.

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7.4 Community Users

Community users organising activities for children/young people are to be made aware of and understand the need for compliance with the Trust and school's child protection guidelines and procedures. This is to be carried out with the organiser during the planning stages for events and activities.

7.5 Persons involved in recruitment and selection of staff

Staff responsible for Trust selection and recruitment procedures must have completed the appropriate training and must follow safer recruitment practices.

They are responsible for making all appropriate checks as required by the Department of Education's guidance on Keeping Children Safe in Education on staff suitability, including Disclosure and Barring Service checks and for ensuring that we hold and upkeep a Single Central Record of all staff and regular volunteers in accordance with government guidance.

Our child protection and safeguarding policy and procedures are reviewed and updated annually.

7.6 Headteachers

The headteacher in each school across the Trust is required to ensure all staff, volunteers and visitors are provided with up-to-date guidance, in line with the publications from the Department for Education's guidance on Keeping Children Safe in Education.

In addition to the basic requirements and good practice provided within this Safeguarding & Child Protection Policy, the Trust requires each headteacher to implement a bespoke Safeguarding Child Protection policy which is contextualised and follows the guidelines drawn up by the relevant local safeguarding partnership. For our schools which have an Early Years Foundation stage (EYFS) or nursery, the school's policy must meet the requirements set out in the EYFS.

A copy of the school policy is to be forwarded to the Trust upon publication.

Each headteacher has the duty to ensure their own Safeguarding & Child Protection policy is up-to-date and is displayed on their school website.

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Appendix 1:   Child Protection Policy Checklist

All schools are required to have a child protection policy in place. This checklist is designed to help you write and review your child protection policy and procedures. It's based on the statutory guidance Keeping Children Safe in Education. You should also refer to any guidance from your local safeguarding partners.

Areas to cover which are directly referenced as requirements for child protection policies in the DfE statutory guidance are presented in **blue** text.

AREA	WHAT TO COVER / INCLUDE
Peer-on-peer abuse	The policy should reflect your school's whole-school approach to peer-on-peer abuse. It should include: • Procedures to minimise the risk of peer-on-peer abuse • The systems in place for children to confidently report abuse • How allegations of peer-on-peer abuse will be recorded, investigated and dealt with • Clear processes as to how victims, perpetrators and any other child affected by peer-on-peer abuse will be supported • Recognition that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported • A statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children • Recognition that it is more likely that girls will be victims and boys' perpetrators, but that all peer-on-peer abuse is unacceptable and will be taken seriously • The different forms peer-on-peer abuse can take

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	• The school's approach to consensual and non-consensual sharing of nudes and semi-nudes (also known as sexting)
Children with SEN, disabilities or health issues	The policy should reflect the fact that additional barriers can exist when recognising abuse and neglect in relation to children with SEN, disabilities or certain health conditions.
Links to other topics	The policy should reflect: • The school's approach to online safety and the use of mobile and smart technology • Serious violence, where appropriate
Procedures and multi-agency working arrangements	The policy should: • Describe procedures which are in accordance with government guidance • Refer to locally agreed multi-agency arrangements put in place by the 3 safeguarding partners (the local authority, the clinical commissioning group for the area, and the chief officer of police for the area). This includes making sure the policy reflects the local criteria for action and the local protocol for assessment • Reflect your systems for pupils to report abuse • Set out your arrangements for visitors coming on to your school premises (for example, in terms of assessing their appropriateness and whether relevant checks will be required)
Monitoring and sharing of the policy	Your policy should: • Be reviewed at least annually and updated if needed • Be available publicly via the school website or by other means • Be provided to and followed by all staff.
Early Years Foundation Stage (EYFS) requirements	Your policy must feature guidelines specific to the EYFS and reflect the requirements of the statutory framework for the EYFS if your

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(where applicable to your setting)	setting includes this phase (including the requirement to cover the use of mobile phones and cameras in the setting).
Roles and responsibilities around safeguarding and child protection	Set out the roles of: • All staff • The DSL (and any deputies) • The headteacher • The local governing committee (LGC) • The LGC lead for the school's safeguarding arrangements These roles are all described in the statutory guidance. The governing board has an overarching role in ensuring that policies, procedures and training in their schools or colleges are effective and comply with the law at all times.
Training and induction for staff	Explain that, as per the statutory guidance: • The designated safeguarding lead (DSL) and any deputies should undergo training every 2 years • In addition to formal training, their knowledge and skills should be updated at regular intervals, and at least annually • All staff members should undergo child protection training (including online safety) that is regularly updated and considered as part of the whole-school approach. They should also receive regular safeguarding and child protection updates as required, and at least annually • Staff should also be familiar with the school's child protection policy and procedures
Safer recruitment and selection procedures	It's important that schools adopt "recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools".

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	The Trust has appropriate safer recruitment policies in place. You should make reference to these in your child protection policy.
	The statutory guidance sets out where DBS checks are required and where they are optional, and what other checks are required.
Recognising abuse and taking action	Explain how staff members should raise any concerns they have about a child. Your DSL will usually decide whether to make a referral to children's social care, but staff can make a referral themselves. This advice provides more information about the referral process. You should also check with your safeguarding partners for advice.
Allegations of abuse against staff	Explain the procedures to follow when managing: • Allegations that may meet the harms threshold • Concerns that do not meet the harms threshold ('low-level concerns') Explain the additional procedures to follow when managing allegations of abuse against supply teachers or other contracted staff. See part 4 of Keeping Children Safe in Education for guidance on how to manage allegations. *Note: you're required to have a statement of procedures for dealing with allegations of abuse against staff, which you can include in your child protection policy or hold separately. If you have a separate document, just be aware that KCSIE says it's good practice to include your low-level concerns policy within your child protection policy too.*

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Information sharing arrangements	You should ensure arrangements are in place that set out clearly the process and principles for sharing information within the school and with the 3 safeguarding partners, other organisations, agencies and practitioners as required.
	You could include this information in your child protection policy, or you might cover it in another, such as a confidentiality or data protection policy.

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Appendix 2: Responsibilities of the DSL (KCSiE Annex C: Role of the designated safeguarding lead)

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead (DSL).[143] The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

[143]*When a school has a sole proprietor rather than a governing body, appropriate steps should be taken to ensure that the member of the senior leadership team who is appointed as designated safeguarding lead (DSL) is able to discharge that role with sufficient independence, particularly in relation to any allegations involving the proprietor or members of the proprietor's family. This may involve including in the appointment as DSL, written confirmation that part of the duties of the post involve contacting the Local Authority Designated Officer (LADO) on any matter that the DSL considers cannot be properly dealt with internally. Consideration could also be given to providing the DSL with access to external advice from an appropriate company or legal service*

For the responsibilities of the DSL in the following areas, please refer to pages 162 – 168 of the KCSiE
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

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