



# The Athelstan Trust

## Child Protection and Safeguarding Policy

Date of Review	Approved by	Date of Approval	Next Review	Website
May 2018	Board	24/5/18	May 2019	Yes

### 1. Introduction

The directors, governors and staff believe that all children have a right to be protected from harm. Children cannot learn effectively if they do not feel secure. All staff, directors and governors have a pastoral responsibility towards the children, and they must ensure that the correct procedures are followed in order to protect children from abuse. We have a legal duty under sections 17 and 47 of the Children Act 1989 to assist local authority social services departments acting on behalf of children or enquiring into allegations of child abuse. The aim of the policy is to:

- ◆ Recognise the signs of abuse and protect children.
- ◆ To ensure everyone knows the correct procedures.
- ◆ Maintain an environment where children feel secure, are encouraged to talk and develop the skills they need to stay safe.

This policy is in line with the statutory duties and procedures, and follows the guidance in 'Working Together to Safeguard Children' 2015; Keeping Children Safe in Education 2016(KCSIE); the Wiltshire LSCB, Local safeguarding Children Board procedures (Multi-Agency thresholds for Safeguarding Children 2014); What to do if you are worried a child is being abused 2015; The Education (Independent School Standards) Regulations covering academies and independent schools (ISSR).

This policy will be used in conjunction with Guidelines for Schools on record keeping and management of child welfare and child protection information on individual pupils produced by Wiltshire Council.

### 2. Designated Safeguarding Leads

2.1 The Designated Safeguarding Leads (DSL) responsible for Child Protection are Julie Dickson (Bradon Forest School); Clark Harrell (Malmesbury School); Declan Mooney (The Dean Academy). Their Deputies are Sue Davies/Martin Bray/Helen Wilkinson (Bradon Forest School); Sarah Haines (Malmesbury School); Linda Bellingham (The Dean Academy). The broad areas of responsibility for the Designated Safeguarding Lead (as laid out in KCSIE Annex B) are:

- Refer all cases of suspected abuse to the local authority
- Inform the Headteacher of any issues especially ongoing enquiries under section 47 of The Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

2.2 The Designated Safeguarding Lead will ensure:

Procedures are followed and referrals made to MASH Team: Wiltshire - 0300 456 0108 (out of hours 0845 6070 888); Gloucestershire 01452 426565 (out of hours 01452 614194).DfE Extremism Helpline – 0207 340 7264.



# The Athelstan Trust

## Child Protection and Safeguarding Policy

2.3 All staff know that child protection concerns or allegations should be discussed with the Designated Safeguarding Lead. However, if there is a risk of immediate serious harm to a child and it is not possible to report it to the DSL or Deputy DSL, any member of staff may make a referral to children's social care and they should do so immediately. In this instance the Designated Safeguarding Lead should be informed at the earliest opportunity.

2.4 Any allegations of abuse made against staff should be reported immediately to the Headteacher of the relevant school, as outlined in the Trust Whistleblowing Policy. The Headteacher will liaise with designated officers from the local authority Anton Hammond 01225 713945 (Wiltshire); Jane Bee and Nigel Hatten 01452425017 and 01452426994 (Gloucestershire)). If an allegation is made against the Head teacher it should be reported to the chair of governors who will liaise with the local authority. Employers have a duty of care to their employees. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their union representative, if they have one, or a colleague for support. Historical allegations will be referred to the Police.

2.5 When required, to take part in inter-agency work, it will be carried out in line with the Local Safeguarding Children's Board procedures – see revised Multi Agency Thresholds for Safeguarding Children 2014. Staff must be confident and able to challenge decision-making as an entirely legitimate activity, as part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if a child's situation does not appear to be improving or if they do not feel a decision is right. In such cases the LSCB (Local Safeguarding Children Board) escalation policy should be used.

2.6 All staff have child protection training at intervals in accordance with LSCB procedure (every 3 years with a short annual session to revisit Part 1 of KCSIE 2016).

2.7 Headteacher and nominated Governor have relevant and appropriate training within the designated time span. The Designated Safeguarding Lead and Deputy Safeguarding Lead have refresher training every 2 years, as well as appropriate training in relation to the Prevent Duty, i.e. WRAP training.

2.8 Staff are aware of other policies relating to child protection, in particular:

- Safeguarding Children in Education Code of Conduct for Safe Practice
- Policy on Student Health
- Policy on Student Support and Care
- Behaviour Policy
- Bullying Policy
- Whistleblowing Policy (Employment Manual)
- IT Acceptable Use Policy (Employment Manual)
- Student Computer Acceptable Use Policy

2.9 Each School will comply with and complete the annual Child Protection audit co-ordinated by the local authority.

2.10 Staff recruitment will involve those staff who have undergone Safer Recruitment training.

2.11 Relevant details of Child Protection and "What to do" information will be displayed on staff room notice boards at all times.



# The Athelstan Trust

## Child Protection and Safeguarding Policy

### 3. Definitions of Abuse

3.1 “Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or another child or children” *Working Together to Safeguard Children 2015*

3.2 Children who need protecting fall into one of four categories, defined in ‘Working Together to Safeguard Children’ 2015, but a child may suffer more than one type of abuse. The categories are:

- Abuse – 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.
- Physical abuse - Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- Emotional abuse - Emotional abuse is the persistent emotional maltreatment of a child causing severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar 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.
- Sexual abuse - 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.
- Neglect - Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development, such as 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.



# The Athelstan Trust

## Child Protection and Safeguarding Policy

### 4. Signs of Abuse

4.1 Staff should be alerted to possible indicators of abuse but they should also be aware that signs may have other explanations. Indicators include –

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- multiple bruises- in clusters
- self-harm
- sexual knowledge which is beyond their age, or developmental level
- low self-esteem
- poor hygiene

4.2 All staff have a responsibility to be able to recognise the signs and indicators that might suggest a child is being abused and know what action to take.

### 5. Female genital mutilation (FGM)

5.1 All staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the police. There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child. Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

5.2 If a member of staff has a concern, they should activate local safeguarding procedures.

5.3 As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.

5.4 Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the Designated Safeguarding Lead and involve children's social care as appropriate. The responsibility to report FGM cannot be transferred to the Designated Senior Person.

### 6. Child sexual exploitation (CSE)

6.1 CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.

6.2 CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

6.3 The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

#### 6.4. Step one – Identifying cases

Staff members are aware of and look for the key indicators of CSE, these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour



# The Athelstan Trust

## Child Protection and Safeguarding Policy

### 6.5 Step two – Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the Dedicated Safeguarding Lead. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

### 6.6 Step three – Support

The LA and all other necessary authorities will then handle the matter to conclusion. The individual school will cooperate as needed.

## 7. A child missing from education

7.1 A child going missing from school is a potential indicator of abuse and neglect. Staff will monitor children that go missing from any of the schools, particularly on repeat occasions, and report them to the Designated Safeguarding Lead – following normal safeguarding procedures.

7.2 In order to ensure accurate data is collected to allow effective safeguarding, the individual school will inform the LA of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school do not reasonably believe they will be returning to school at the end of that period.
- Have been permanently excluded.

7.3 Each school will inform the LA of any pupil who fails to attend regularly, or has been absent without the individual school's permission for a continuous period of 10 school days or more.

## 8. Allegations of abuse made against other children: peer on peer abuse

8.1 The Athelstan Trust believes that all 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. Staff should recognise that children are capable of abusing their peers.

8.2 Any student who reports peer on peer abuse will be supported through the pastoral system. The school counsellor will be offered and other referrals considered where appropriate.

## 9. Preventing radicalisation

9.1 *Keeping Children Safe in Education 2016* places a duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to cooperate with local Channel panels and the police as appropriate.

9.2 Definitions of Radicalisation and Extremism. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity. Extremism is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It also includes calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.



# The Athelstan Trust

## Child Protection and Safeguarding Policy

- 9.3 Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamist extremism and far-right extremism.
- 9.4 It appears a decision by a young person to become involved in violent extremism:
- may begin with a search for answers to questions about identity, faith and belonging.
  - may be driven by the desire for 'adventure' and excitement
  - may be driven by a desire to enhance the self-esteem of the individual
  - is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
  - is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination
- 9.5 Recognising Extremism – early indicators may include:
- Showing sympathy for extremist causes
  - Glorifying violence
  - Evidence of possessing illegal or extremist literature
  - Advocating messages similar to illegal organisations
  - Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).
- 9.6 In response to the risks posed by radicalisation, each school within the Trust will take the following course of action:
- Build pupils' resilience to radicalisation by promoting fundamental British values and by providing opportunities in the curriculum to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop students debating controversial issues.
  - Each school will provide a safe environment in which young people can understand the risks associated with terrorism and develop the knowledge and skills to challenge extremist arguments.
  - Promote British values of
    - democracy
    - the rule of law
    - individual liberty
    - mutual respect and tolerance of others.

### 10. Photography and images

10.1 Under no circumstances should staff take photographs of children for their own record of an event or their own use. Images of students must only be taken on behalf of the individual school or setting and stored for editing or publication within that setting.

10.2 Staff and volunteers *should*:

- Seek parental consent for photographs to be taken or published
- Only use school equipment (with exception of the nominated person responsible for publicising the event)
- Ensure that students are appropriately dressed
- Encourage students to tell us if they are worried about any photographs that are taken of them and allow them to opt out
- Only retain images when there is a clear and agreed purpose for doing so
- Store images in an appropriate secure place in the individual school



# The Athelstan Trust

## Child Protection and Safeguarding Policy

- 10.3 Staff and volunteers *should not*:
- Take images in one to one situations
  - Take images of students for their personal use
  - Store images of students

For more information, please see the school's policy and/or Code of Conduct.

### 11. Children with Special Educational Needs or Disabilities (SEND)

11.1 The Trust 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 students.

11.2 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.

11.3 The Trust will provide a school environment in which students with SEND feel confident and able to discuss their concerns. Whenever possible, students 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 students with particular communication needs.

### 12. Visitors and visits

12.1 -Visitors with a professional role who are likely to require unsupervised contact with children, such as a school nurse or supply teacher, will need to prove that they have had the appropriate vetting checks undertaken by their own organisation/employer. They should provide evidence of their professional role and employment details (an identity badge for example). If there is a lack of clarity regarding a visitor, each school will contact the relevant organisation to verify the individual's identity and the completion of vetting checks.

12.2 Visitors who have not had vetting checks will not be allowed to have unsupervised contact with children. They will be supervised during their visit by a Trust employee. Examples may include an outside speaker, visiting parents, a sports coach.

12.3 All visitors will complete signing in and signing out forms and wear a school visitors' badge.

### 13. Off-site visits

13.1 Appropriate risk assessments must be in place prior to any off-site visit taking place.

13.2 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 adults, e.g. none.



# The Athelstan Trust

## Child Protection and Safeguarding Policy

13.4 Safeguarding concerns or allegations should follow the procedure described above. 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 the MASH or Designated Officer For Allegations (DOFA) if appropriate.

**13.5 In an emergency the staff member in charge will contact the police and/or the MASH.**

### 14. Exchange visits

14.1 As a Trust we will satisfy ourselves that parents/carers who will act as host families for students are suitable to host students and are aware who in the individual school they should raise any concerns with.

14.2 Schools within the Trust should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit.

### 15. Private Fostering

15.1 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.

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

15.3 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 a school within the Trust becomes 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.

### 16. Responding to Concerns

16.1 Staff should listen and support students but know that it is not their role to investigate concerns.

16.2 If a member of staff is concerned that a child is showing signs of abuse, or indicates to them about abuse, they should immediately contact the Designated Safeguarding Lead.

16.3 If a student has disclosed an incident to a member of staff they should remain calm, listen carefully and explain what will happen next.

16.4 Staff should **not** promise to keep secret information given to them, but explain that they will pass the information only to those who need to know or can help; staff should not ask leading questions.

16.5 Staff should record their concern in writing, detailing what the concern is, what the evidence is that led to the concern, what the child said and what the member of staff did in response.

16.6 The record should use the actual words spoken as far as possible. If an investigation were to follow it might be used as evidence. The date, time and signature of the staff member should also be added and it should be passed on to the Designated Senior Lead as soon as possible.

16.7 If a child chooses a member of staff to disclose abuse to, they should try to ensure a degree of privacy and, where possible, another member of staff should be present.



# The Athelstan Trust

## Child Protection and Safeguarding Policy

### **17. Confidentiality**

17.1 Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.

17.2 Child protection records will be kept securely by the Designated Safeguarding Lead.

17.3 Information will be shared in line with Wiltshire Policy which relates to Data Protection and the Freedom of information.

17.4 If a child on the Child Protection Register moves to a new school, the Co-ordinator will pass the information on to the new school.

17.5 Documentation sent to investigative organisations via e-mail should be password protected to help ensure confidentiality.

### **18. Monitoring**

18.1 Safeguarding incidents and the effectiveness of the Policy will be monitored via completion of the Annual Safeguarding Audit from the Local Authority Safeguarding Children's Board.

18.2 This policy will be reviewed by Directors annually and the annual Child Protection Audit will be undertaken by each school and fed back to local governors as part of the review process.



# The Athelstan Trust

## Child Protection and Safeguarding Policy

Appendix 1

Avon and Somerset and Wiltshire Police – North

### The Channel/Prevent Referral Process

It is important for you as a practitioner knowing where to go if you did have a concern that someone may be on the route to radicalisation. Below is a flow chart which aims to show the process as to which you can follow if you did have a concern of this nature.

