



The Athelstan Trust

Child Protection and Safeguarding Policy

Date of Review	Approved by	Date of Approval	Next Review	Website
May 2020	Board	20/5/20	May 2021	Yes

1. Introduction

The trustees, 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 ensure:

- All our students are safe and protected from harm
- Safeguarding procedures are in place to help students to feel safe and learn to stay safe.
- Adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child

The Athelstan Trust is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children 2018 (DfE document)
- Keeping Children Safe in Education (KCSIE) 2020 (DfE document)
- The Procedures of Local Safeguarding Children Boards
- Code of Conduct (Trust document – Employment Manual)
- Whistleblowing Policy (Trust document – Employment Manual)
- IT Acceptable Use Policy (Trust document – Employment Manual)

2. Designated Safeguarding Leads

2.1 The Designated Safeguarding Leads (DSL) responsible for Child Protection are Martin Bray (Bradon Forest School); Clark Harrell (Malmesbury School); Declan Mooney (The Dean Academy) and Jon Bell (Sir William Romney's School). Their Deputies are Sue Davies/Julie Dickson/Paul Dipple/Emma Lindley (Bradon Forest School); Sarah Haines (Malmesbury School); Linda Bellingham (The Dean Academy) and Fran Phillips (Sir William Romney's School). The broad areas of responsibility for the Designated Safeguarding Leads are to:

- Make, support and manage referrals to the local authority and the channel programme
- Work with other safeguarding partners in and out of the school setting
- Undergo training and to train others on how to support and protect children
- Raise awareness of the child protection policy to ensure that procedure is understood and used appropriately throughout the school

See appendix 1 for a more detailed overview as outlined in KCSIE (2020).



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2.2 The Designated Safeguarding Lead will ensure:

Procedures are followed and referrals made to MASH Team: Wiltshire - 0300 456 0108
mash@wiltshire.gov.uk; Gloucestershire 01452 426565 childrenshelpdesk@gloucestershire.gov.uk. DfE
Extremism Helpline – 0207 340 7264.

If there are immediate safety concerns regarding a child the police will be contacted by phoning 999 or 101.

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 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. If there are more immediate safety concerns the police should be contacted by phoning 999 or 101.

2.4 Any allegations of abuse made against staff should be reported immediately to the Headteacher of the relevant school. The Headteacher will liaise with designated officers from the Local Authority Anton Hammond 01225 713945 (Wiltshire); Nigel Hatten 01452426994 (Gloucestershire)). If an allegation is made against the Headteacher 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 services or the police. The individual will be advised to contact their union representative. 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 Authority Safeguarding procedures. Staff must be confident and able to challenge decision-making as an entirely legitimate activity, as part of their 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 Local Authority escalation policy should be used.

2.6 All staff have regular child protection training at intervals in accordance with LSCB procedure (every 3 years with a short annual session to revisit Part 1 of KCSIE 2020).

2.7 Headteachers and nominated Governors 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 their role, such as WRAP training in relation to the Prevent Duty.

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
- Code of Conduct (Employment Manual)

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



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2.10 Staff recruitment will involve those staff who have undergone Safer Recruitment training in the last 5 years.

2.11 Offers of employment to any staff are subject to satisfactory Disclosure and Barring Service (DBS) clearance. For further information see the Trust Recruitment and Selection Policy.

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

3. Definitions of Abuse

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which 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: the persistent emotional maltreatment of a child such as to cause 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 from 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: 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: 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, for example, 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



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(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. KCSIE 2020

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
- bruising
- 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. So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)

5.1 So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

5.2 If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the DSL. As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

5.3 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

5.4 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not examine students.

5.5 Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's DSL and involve children's social care as appropriate.

5.6 The duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

5.7 Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.



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5.8 A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage.

5.9 If a member of staff has a concern in relation to forced marriage, they must report this to the DSL.

6. Child sexual exploitation and child criminal exploitation: county lines.

6.1 Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

6.2 The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

6.3 Some of the following signs may be indicators of child sexual exploitation. Children who:

- appear with unexplained gifts or new possessions;
- associate with other young people involved in exploitation;
- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections or become pregnant;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

6.4 Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs, weapons and money from urban areas to suburban and rural areas, market and seaside towns.

6.5 Indicators to potential involvement in county lines are very similar to those listed in section 6.3. However, missing episodes from home are key and this may be when the victim has been trafficked for the purpose of transporting drugs, weapons and money.

6.6 As with child sexual exploitation, county lines exploitation:

- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

6.7 Where a case of exploitation is suspected, staff must discuss concerns with the DSL at the earliest opportunity.

7. A child missing from education.

7.1 Children missing from education is a potential indicator of abuse and neglect. Staff will monitor children that go missing from any of the schools, particularly on repeat occasions.



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7.2 Each school will work with parents and carers to overcome issues of irregular attendance and continuous periods of absence, involving external agencies and the Education Welfare Officer where appropriate. Local Authority guidance and individual school policy will be used to ensure that intervention is consistent.

7.3 In order to ensure effective safeguarding is in place, accurate attendance data needs to be maintained. Each school will notify their Local Authority when a pupil's name is to be deleted from the register under any of the grounds prescribed in regulation 8 of the Education (Pupil Registration – England) Regulations 2006 as amended, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register.

7.4 Where staff have concerns about a student, they should use their professional judgement and knowledge of the individual pupil to inform their decision as to whether welfare concerns should be escalated to the DSL.

7.5 Each school will inform the Local Authority of any pupil who fails to attend regularly or has been absent without permission for a continuous period of 10 days.

7.6 If a student goes missing unexpectedly during the school day, it presents an immediate child protection concern. In the first instance, parents or carers will be contacted in order to inform them of the situation and attempt to establish the location of the student. If parents or carers cannot be contacted, schools will inform the Police that a student is missing.

8. Peer on peer abuse

8.1 Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

8.2 Child on Child Sexual Violence and Sexual Harassment

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

8.3 All staff should act in the best interest of the child by reporting incidents of sexual violence and sexual harassment to the DSL. Supporting and protecting the victim and the alleged perpetrator will be given immediate consideration.

8.4 When there has been a report of sexual violence, the DSL should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

8.5 The risk and needs assessment should consider:

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.

8.6 Risk assessments should be recorded (written or electronic) and should be kept under review.



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8.7 Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim.

8.8 These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

8.9 The proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately.

8.10 The wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

8.11 The DSL will engage with children's social services and the police as required.

8.12 There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

Manage internally

In some cases, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.

Early help

In line with above, the school may decide that the children involved do not require statutory interventions but may benefit from early help. Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers.

Referral to children's social care

Where a child has been harmed, is at risk of harm, or is in immediate danger, the DSL will make a referral to local children's social care.

At this stage, the DSL will inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). DSLs should not wait for the outcome of a children's social care investigation before protecting the victim and other children in the school.

Reporting to the Police

Any report to the police will generally be in parallel with a referral to children's social care (as above). Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. At this stage, schools will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. Where a report has been made to the police, the DSL will clarify what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

8.13 Regardless of the scenario, all concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

8.14 The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority



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should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.

8.15 The proportionality of the response is important, and it should be tailored on a case-by-case basis.

8.16 The victim should be offered support through a trusted adult of their choice.

8.17 Schools will provide the victim with a place of safety in which they can opt to spend time away from lessons and other students if they wish.

8.18 The school will support the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.

8.19 It is important that if the alleged perpetrator does move to another educational institution, that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The DSL will take responsibility to ensure this happens as well as transferring the child protection file.

9. Preventing radicalisation

9.1 Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our safeguarding approach. All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

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.

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



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- 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.

9.7 If a member of staff has a concern about a student, they should follow the normal safeguarding procedures by discussing concerns with the DSL. It may be necessary to contact children's social care. The DSL should consider contacting the police on 101 and accessing additional advice from the DfE (02073 407264).

9.8 A referral to the Channel Programme might be appropriate and this should be discussed with children's social care and the police. An individual's engagement with the Channel Programme is entirely voluntary.

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 inform staff if they want to opt out of any photographs. Staff must respect a student's right to choose not to be in a photograph.
- Only retain images when there is a clear and agreed purpose for doing so
- Store images in a secure place within each school

10.3 Staff and volunteers should not:

- Take images in one to one situations
- Take images of students for personal use
- Store images of students

More information can be found in the Trust Code of Conduct.



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11. Children with Special Educational Needs and Difficulties (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 encouraged to express themselves to help promote open communication. The learning support teams play a key role in facilitating this and passing on any concerns to the DSL.

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 be screened in reception. The nature of their visit, identity, the organisation who they work for, vehicle registration number, sign in and sign out times will be checked and recorded. Visitors will be required to wear a visitors' badge, so they are clearly identifiable by students and staff.

13. Off-site visits

13.1 Appropriate risk assessments must be in place prior to any off-site visit taking place and an emergency point of contact established. This will usually be a senior member of staff.

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.

13.3 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.

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



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14. Exchange visits

14.1 As a Trust we need to satisfy ourselves that parents/carers who will act as host families for students are suitable to host. Prospective host families should be discussed with the DSL in individual schools.

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

14.3 During the visit, staff will ensure that emergency contact details have been circulated to all students, so they know how and who to contact in the event of an emergency. Staff should encourage the use of the emergency contact phone number to include any difficult situation which makes a student feel uncomfortable during the 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 stepparents, 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 help safeguard and protect the welfare of children. This also helps to ensure the child, carer and parent receive appropriate support and help. If a member of staff becomes aware that a child or young person is being privately fostered, they must discuss this with the DSL. The DSL will inform the parent or carer of their legal duty to notify children's social care. The DSL will then contact 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, they should immediately contact the DSL or Deputy DSL.

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.



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17. Confidentiality and Record Keeping

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 DSL.

17.3 Information will be shared in line with General Data Protection Regulation (GDPR).

17.4 If a child who has been associated with child protection concerns and or procedures moves to a new school, the DSL 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.

17.6 The Athelstan Trust:

- keeps clear written records of all pupil safeguarding and child protection concerns using a standard recording form, including actions taken and outcomes as appropriate
- ensures all pupil safeguarding and child protection records are kept securely in a locked location
- ensures the records incorporate the wishes and views of the pupil

17.7 Information about pupils at risk of harm is shared with members of staff on a “need to know” basis. The D/DSL makes a judgement in each case.

17.8 We are committed to working in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if doing so would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection, or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult

18. Monitoring

18.1 Safeguarding incidents and the effectiveness of the policy will be monitored and reviewed by the safeguarding governor in each school and through the completion of the annual safeguarding audit.

18.2 This policy will be reviewed by Board Trustees and the Local Governing Body of each school. Each DSL will feedback the child protection audit to the Local Governing Body in their school, annually.



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Appendix 1: Role of the Designated Safeguarding Lead

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff
- are alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners
- are able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college



The Athelstan Trust

Child Protection and Safeguarding Policy

- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Raise Awareness

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.