POLICY DOCUMENT

Safeguarding Policy

Document Owner:	Trust Board
Responsible Trust Committee:	Trust Board
Date Approved:	Michaelmas 2017
Review Date:	Michaelmas Term 2018

APPROVED Signature (Trust Board):	DATE ( )

1.   Other relevant policies and documents

- Anti-bullying Policy
- Behaviour Policy
- Combatting Extremism and Radicalisation Policy
- Continuing Professional Development (CPD) Policy
- Drugs Policy
- Educational Visits and Trips Policy
- Equalities Policy (Students)
- First Aid Policy
- Health and Safety Policy
- Health and Safety Procedures Manual
- Managing Violence in Schools Policy
- Safeguarding Procedures Manual
- Sex and Relationships Education Policy
- Recruitment Policy
- Trustee and Board Member Handbook
- Volunteer Policy
- Whistleblowing Policy
- Work Experience Policy
- Work Experience Procedures Manual

- 'Working Together to Safeguard Children' – DfE, 2013
- 'What to do if you are worried a child is being abused' – Advice for practitioners – DfE
- 'Keeping children safe in education: Statutory guidance for schools and colleges' (DfE, 2016) issued under Section 175, Education Act 2002, the Education (Independent School Standards) (England) Regulations 2010 as amended by SI 2012/2962 and the Education (Non-Maintained Special Schools) (England) Regulations 2014
- 'Teachers' Standards: Guidance for school leaders, school staff and governing bodies', DfE, 2013
- Suffolk Local Safeguarding Children's Board documentation
- SEND Code of Practice, June 2014
- The Children's Act of 1989 and 2004
- The Children and Families Act 2014
- Serious Crime Bill 2015 (relating specifically to the reporting of cases of FGM)
- Ofsted guidance to inspectors on the inspection of safeguarding in schools
- Suffolk County Council's "Procedures for the Management of Children and Young People Who Display Sexually Harmful Behaviour"
- Suffolk County Council's "Information Sharing Agreement between Suffolk County Council & Schools Reported incidents of Domestic Violence and Abuse (DVA)"

2.   Explanation of terms used in the policy

'Trust' = Seckford Foundation Free Schools Trust
'Free School(s)' = schools within the Trust
'DSL' = Designated Safeguarding Lead

'ADSL' = Assistant Designated Safeguarding Lead
'CiC' = Children in Care
'LADO' = Local Authority Designated Officer
'CEOP' = Child Exploitation and Online Protection (a branch of the Police service dealing specifically with online child safeguarding)
'DBS' = Disclosure and Barring Service (DBS is an executive non-departmental public body of the Home Office and helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA))

The use of the term 'safeguarding' in this policy also includes / covers 'child protection'.

Children includes everyone under the age of 18.

'Customer First' is the Duty Team responsible for triaging safeguarding referrals to the appropriate service and providing advice to schools on procedures.

3. Purpose of the policy

This policy outlines the Trust's position in respect of the safeguarding of children and young people across all its Free Schools and in all procedures. The Safeguarding Procedures Manual covers the day-to-day practice of staff, led by DSLs and ADSLs on each site. This policy and the Safeguarding Procedures Manual cover the Trust and all its Free Schools and as such there is no need for each Free School to have its own policy or procedures manual.

This policy has been developed with guidance from the Suffolk Local Safeguarding Children Board (www.suffolkscb.org.uk).

4. Policy statement

4.1 Key Principles:

The Trust is committed to providing the highest standard of education for all students based on equality of access and opportunity. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- and taking action to enable all children to have the best outcomes.

The Trust believes that all young people:
- have the right to be protected from harm and / or abuse;
- have the opportunity to develop fully;
- have their basic needs met.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Trust and Free School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2013. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Each Free School will have a designated safeguarding lead (DSL) who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All Trust and Free School staff have a responsibility to provide a safe environment in which children can learn. The Trust will provide appropriate training to ensure that all staff are able to carry out the expectations of this policy.

The Trust and its Free Schools fully recognise the responsibilities and the duty placed upon them to have arrangements to safeguard and promote the welfare of all students. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

The Trust recognises that abuse occurs to children of all ages, both sexes, different races and cultures, and occurs in all social classes. The Trust recognises that because of the day-to-day contact with students, staff in its Free Schools are extremely well placed to observe outward signs of abuse.

This policy applies to all Trustees, Local Advisory Board Members, staff and other agencies or volunteers working in the Trust and its Free Schools.

4.2   Objectives:

This policy is based around three main objectives:

Prevention
- Providing an environment in which students feel safe, secure, confident, valued and respected, and know how to approach adults if they are in difficulties;
- Raising the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- Ensuring safe recruitment practice is implemented through effective DBS checks of all adults within the School who have access to children.

Protection
- Through the establishment of a systematic means of monitoring students, known or thought to be at risk of harm;

- Through the establishment of structured procedures within the Trust and its Free Schools which will be followed by all members of the Trust and Free Schools community in cases of suspected abuse;
- Through the development of effective working relationships with all other agencies, involved in safeguarding children.

Support
- Ensuring that key concepts of child protection are integrated within the curriculum including Tutor Time, PSHE, and that students are educated about risks associated with internet use and new technologies;
- Ensuring that students are listened to and their concerns taken seriously and acted upon;
- Working with others to support students who may have been abused, to access the curriculum and take a full part in school life.

5.   Roles and responsibilities

5.1   Introduction:

The Trust Board and Local Advisory Boards take seriously their statutory responsibility under section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2010 as amended by SI 2012/2962 and the Education (Non-Maintained Special Schools) (England) Regulations 2011 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within their schools to identify, assess, and support those children who are suffering harm.

Across the Trust, the Trust Board (via each Headteacher) is responsible for safeguarding procedures and practices. The Trust Board has a nominated Trustee who acts as the nominated Safeguarding Trustee.

The Trust recognises that safeguarding extends to issues such as student health and safety, arrangements to meet the needs of children with medical conditions, providing first aid, school security, education in drugs and substance misuse, education and training for students and staff in e-safety and the prevention of bullying, including cyber-bullying.

At each Free School, the Headteacher has overall responsibility for safeguarding and this is delegated to the DSL. On each site the DSL (including responsibility for LAC) is the Deputy Headteacher (Pastoral) with the ADSL as the Safeguarding Officer (though this can be changed should the need arise). Each Local Advisory Board will have a Nominated Board Member for Safeguarding.

Responsibilities	Role / Name
Safeguarding across the Trust	Trust Board (via the Systems Leader for Pastoral Development Behaviour and Welfare) **Sam Chenery-Morris** (Nominated Trustee) **David Lees** (Systems Leader for Pastoral Development Behaviour and Welfare)

Nominated Safeguarding Board Member on each Free School site	**Sam Chenery-Morris** (Beccles) **Sarah Pastor** (Saxmundham) **Catherine Walsh** (Ixworth)
Safeguarding on each Free School site	Headteachers: **Nigel Youngman** (Beccles) **David Lees** (Saxmundham) **Mark Barrow** (Ixworth)
DSL on each Free School site	Deputy Headteachers (Pastoral): **Tom Ward** (Beccles) **David Lees** (Saxmundham) **Stacy Bell** (Ixworth)
ADSL on each Free School site / Designated Person for Looked After Children/Children in Care	**Annie Laker** (Beccles) **Sarah Marsden** (Saxmundham) **Jamie Hudson** (Ixworth)

All contact details for those with responsibility for safeguarding can be found on the Trust website at http://www.sffst.org.uk/who-we-are/safeguarding/ and the school-specific contact details on each school's website:

- http://www.becclesfreeschool.org.uk/safeguarding/
- http://www.ixworthfreeschool.org.uk/safeguarding/
- http://www.saxmundhamfreeschool.org.uk/safeguarding/

5.2 Responsibilities of the Headteacher on each Free School site:

The Headteacher will:
- Ensure that the safeguarding policies and procedures are fully implemented and followed by all staff;
- Ensure that all staff read and then sign to confirm that they understand and follow Part One of the KCSIE guidance May 2016 (page 5 – 13) – the DSL will then keep a record of this in the Safeguarding File.
- Ensure that resources are allocated to enable the DSL, ADSL and other staff as required, to attend strategy discussion, inter-agency meetings, contribute to CAF assessments etc.;
- Ensure that all members of staff have received training on the use of the Common Assessment Framework (a standardised early assessment), and that they are able to identify any additional needs that a student may have so that they may receive appropriate support at an early stage;
- Ensure that there is an identified senior leader to take on the above responsibilities in the absence of the Headteacher;
- Be responsible for making taking the lead in situations relating to allegations against staff and volunteers that are received by the (A)DSL;
- Record details of all allegations against staff and volunteers and report them immediately to the Systems Leader for Pastoral Development Behaviour and Welfare and informing the Chair of the Trust Leadership Group;
- Be responsible for carrying out any actions agreed by the LADO or by the Chair of the Trust Leadership Group and reporting on outcomes where relevant to do so in confidential circumstances.

Responsibilities of the (A)DSL:

The DSL (and the ADSL in the DSL's absence) is responsible for:

- Referring any student believed to have suffered or to be likely to suffer significant harm to Customer First without delay;
- Ensuring that the Safeguarding Policy is available on the school website and parents / carers are of the school's Safeguarding procedures;
- Following up any such referral to Customer First in writing, using a Multi-Agency Referral form, within 48 hours;
- Ensuring that detailed and accurate written records of concerns about a student are kept, even if there is no need to make an immediate referral;
- Ensuring that all such records are kept confidentially, securely and are separate from student records. The file will contain a front sheet listing dates, staff making the referral, nature of concern and whether referral was made to Customer First;
- Ensuring that an indication of further record keeping is marked on students' school records;
- Ensuring that where students leave the school their Safeguarding file is transferred to the new school as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.
- Ensure that all staff are aware of the early help process and the setting-up of an inter-agency assessment.
- Ensure all staff are aware of the NSPCC website
- Ensure all staff have an awareness of the safeguarding issues
- Acting as a focal point for staff concerns and liaising with other agencies and professionals;
- Monitoring individual safeguarding cases including any open cases and the number of students on the Safeguarding Register;
- Notifying Customer First if there is an unexplained period of absence for any student on the Safeguarding Register of more than 2 days;
- Notifying a student's social worker or key worker without delay of any new concern or relevant information about a student on the Safeguarding Register;
- Where there is uncertainty as to how to proceed in a potential safeguarding situation, seeking advice via Customer First;
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding safeguarding matters;
- Attending case conferences, family support meetings, core groups, or other multi-agency planning meetings; and contributing to the Framework for Assessments process;
- Ensuring that all school staff and volunteers are aware of the School's Safeguarding Policy and procedures, and know how to recognise and refer any concerns;
- Liaising with the Headteacher to inform him / her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations;
- Keeping up to date with current knowledge in order to fulfil the role;
- Attending the training provided specifically for Child Protection Officers at least once every two years.
- Ensure that all staff receive appropriate training once every three years and on arrival at the Trust / Free School and annually through the Safeguarding updates.

7

- Informing the Headteacher immediately of any allegations against staff, volunteers or adults from other agencies working in the school. Ensuring that the Headteacher is supported and that correct procedures are followed;
- Attending safeguarding network meetings organised locally, to ensure that staff are updated regularly on current safeguarding issues and to provide a forum for the development of good practice;
- Ensuring that students regularly receive guidance on e-safety, through the curriculum including PSHE and Assembly programme. Ensure that all staff are trained to support students with e-safety issues and are aware of how to receive support from relevant staff where appropriate, such as The Trust CEOPs Ambassador.
- Supporting appropriately trained staff in delivering guidance for parents / carers on how to support their child at home with e-safety. Support to both staff and students should be a planned and coordinated aspect of the Trust calendar. Additional guidance / support should be provided as required.
- Providing, with the Headteacher, an annual report for the Trust Board, detailing any training undertaken by the designated persons, and by all staff and Board Members; and the number of students who are on the Safeguarding Register;
- Working with the Systems Leader for Pastoral Development Behaviour and Welfare as required to make amendments to the Safeguarding Policy as and when it applies to the whole Trust or the improved procedures for the safeguarding of children and young people;
- Encouraging a culture of listening to students and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them;
- All Free School staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a student, staff members should always act in the best interests of the student.
- Staff should recognise that students are capable of abusing their peers. The Safeguarding Policy reflects the different forms peer on peer abuse can take, and will ensure that this type of abuse is not tolerated or passed off as "banter" or "part of growing up".
- Assuming responsibility for ensuring that procedures are carried out in line with this policy.

5.3   Responsibilities of all staff in each Free School:

The responsibilities of the teaching, support staff and volunteers are:
- Undertaking appropriate training in relation to safeguarding and promoting the welfare of children at least once every three years;
- Being alert to signs of abuse and reporting concerns immediately to the (A)DSL;
- Dealing with all incidents in line with the Trust's policy.

In all cases relating to safeguarding the (A)DSL will work with other staff who know and work with the student in question, in order to identify the most successful way of dealing with the safeguarding need. Relevant staff will, depending on the nature of the safeguarding issue, attend social service reviews and case conferences in relation to named students, although the (A)DSL will need to have accurate information and feedback in relation to these meetings. Decisions regarding safeguarding will ultimately rest with the (A)DSL.

Any adult can refer any concerns they have directly to Customer First. However, it is advised that for effective management of the process, staff members record and pass on all concerns to the (A)DSL. This means that any safeguarding concerns can be dealt with by a member of the team who has been given the capacity and training to deal with them during the school day. Should it not be appropriate for a referral to go to the (A)DSL, then a referral can be made directly to Customer First or through the Headteacher.

If a concern is raised with the (A)DSL, the (A)DSL will usually decide whether to make a referral to Customer First. Where situations of abuse may involve staff members, the (A)DSL should work with the Headteacher in the first instance to agree on any referral pathway.

5.4 Responsibilities of the Nominated Trustee / Board Member for Safeguarding:

All Trustees / Board Members with responsibility for monitoring the implementation of the Safeguarding Policy at the Trust or its Free Schools have a specific job description available in the Trustee and Board Member Handbook.

6. Complaints

Any complaints about this policy from outside the Trust should be made in accordance with the Trust's Complaints Policy. Any other complaints should be brought to the attention of the Chair of the Trust Leadership Group in the first instance.

Complaints that are in the public interest and relate to suspected malpractice may be appropriate to raise under the Trust's Whistleblowing Policy.

7. Compliance and performance monitoring

The Trust will review this policy annually and ensure that practice across the Trust and all Free Schools is in line with this policy. Any review will take into account the most up-to-date legislation and statutory guidance.

The Trust has identified a range of Assurance Methodologies as tools by which compliance with polices can be tested. Those most relevant to this policy include:

- Internal audit through Systems Leadership process
- External audit
- Local Advisory Board Member visits
- Random testing by line managers