

SAFEGUARDING & CHILD PROTECTION POLICY

Reviewed: September 2020
Next Review Due: August 2021

This Trust-wide policy applies to all staff, including the Board of Trustees and Central Staff, paid staff, volunteers and sessional workers, agency staff, students or anyone working for and on behalf of the Bradford Diocesan Academies Trust. This policy should be read in conjunction with the academy-specific policies published by individual academies.

The term school and the term academy are interchangeable. The term pupil the term student is interchangeable.

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) (September 2020 edition) and in line with locally agreed guidance and procedures. Other reference documents are listed at Annex B, the September 2020 precis of the update to KCSiE distributed to schools. Annex H of KCSiE summarises the changes.

The Bradford Diocesan Academies Trust (BDAT) and the Local Governing Bodies (LGB) of all academies 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.

COVID-19

Keeping Children Safe in Education (KCSiE) remains in force throughout the response to coronavirus (COVID-19). The department has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSiE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

The purpose of this policy:

- To protect children and young people who receive BDAT’s services.
- To provide staff and volunteers with the overarching principles that guide our approach to child protection; staff and volunteers also need to be au fait with academy policies in situ
- BDAT believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

Ethos

Improving outcomes for all children and young people underpins all of the development and work within the Trust.

Safeguarding is considered everyone’s responsibility and as such our schools aim to create the safest environment within which every student has the opportunity to achieve. The academies recognise the contribution they can make in ensuring that all students registered or who use our facilities feel that they will be listened to and appropriate action taken.

We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curricula that will help equip our students with the skills they need. This will include materials and learning experiences that will encourage our students to develop essential life skills and protective behaviours.

Definition

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children’s mental and physical 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.

Children includes everyone under the age of 18.

Trustees Responsibilities

The Trust Board has a legal responsibility to make sure that the schools have an effective safeguarding policy and procedures in place and monitors that the schools comply with them. The Trust Board will do this by:

- a. commissioning independent safeguarding audits of schools and the MAT once per year
- b. receiving regular reports from the Chief Operating Officer (COO) on safeguarding to the MAT board
- c. Delegating operational responsibilities to LGBs as defined below and set out in the Trust Scheme of Delegation

Governors Responsibilities

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

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

Staff Responsibilities

The Trust and our LGBs recognise that for this policy to be effective, it is essential that school 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) who will have day to day responsibility for dealing with safeguarding in the school, and this person/these persons will be named in the school policy.

The Trust DSL is the Chief Operating Officer, Peter Thompson.

The Trust SEND coordinator is Olivia Kelly.

All designated staff will update their training at least every 2 years.

All other members of staff are provided with opportunities to receive appropriate training in order to develop their understanding of the signs and indicators of abuse and of the school's child protection procedures every year.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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

All staff will be provided with Part 1 of KCSiE at the start of each school year (or during induction on joining if later) and they are required to sign to confirm they have read and understood the content of the document.

All staff are entitled to raise concerns directly with Children's Social Care Services. A flow chart setting out how and who to make referrals to for staff is at Annex A.

All staff have a responsibility to provide a safe environment in which children can learn.

In the case of serious concern, all staff must ensure that Chief Executive Officer (CEO), is informed of all issues/ concerns/ incidents. In the absence of the CEO they should inform the COO who will inform the CEO. Where there is doubt about what constitutes a 'serious concern' the Trust should be informed.

Named Persons must report all serious incidents relating to an adult working/volunteering with children to the Local Authority Designated Officer (LADO) as well as the CEO. All notifications are to be followed up by email and recorded on CPOMS (or equivalent).

If a referral to LADO, Children's Social Care, or anyone else is not made, the decision, rationale for the decision and the name and post of the decision maker must be recorded.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Roles and Responsibilities of named persons

LADO Role

A Local Authority Designated Officer (LADO) 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, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicated they may pose a risk of harm to children.

Allegations of historical abuse should be responded in the same way as contemporary concerns. In such cases, it is important to find out whether the person against whom the allegation is made is still working with children and if so, to inform the person's current employer or voluntary organisation or refer their family for assessment.

If a practitioner has concerns regarding the conduct of a colleague then they should in the first instance report this to the Headteacher, or if the concerns are about the Headteacher then to the Chair of Governors 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 their concerns relate to the conduct with children and young people of management or holistic organisational practice.

Designated Safeguarding Lead (DSL) Role

KCSiE 2020 Part 5 Annex B sets out the role of the DSL. This is reproduced at Annex C to this document.

The DSL is the person appointed to take lead responsibility for child protection issues in school. The person fulfilling this role must 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.

It is good practice to nominate a Deputy DSL to cover the role of the designated safeguarding lead when they are unavailable. In large schools it is advisable to have 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 and any deputies should consider whether to:

- liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do and to provide support to staff who have raised concerns about a child or have made a referral to safeguarding partners
- where there are concerns about radicalisation, to make referrals to the Channel programme and offer support to other staff who have raised concerns about radicalisation (England and Wales only)
- refer cases to the Disclosure and Barring Service (DBS), Disclosure Scotland, or Access NI where a member of staff has been dismissed as they have posed a risk to a child.
- refer cases to the police where a crime has been or may have been committed.

All referrals and decisions not to refer must be recorded on CPOMS, along with reasons for non-referral.

Multi Agency Working

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.

If named as a relevant agency, schools, in the same way as other relevant agencies, are under a statutory duty to cooperate with the published arrangements.

Parent Role

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

Community

Community users organising activities for children are to be made aware of and understand the need for compliance with the Trust and academy child protection guidelines and procedures. This will be undertaken jointly with the organiser during the planning stages for events and activities.

Recruitment

All staff responsible for Trust selection and recruitment procedures have completed the appropriate training. They are responsible for making appropriate checks on staff suitability, including Disclosure and Barring Service checks. (The Disclosure Barring Service (ISA) merged with the Criminal Records Bureau (CRB) to form the Disclosure and Barring Service (DBS) in December 2012) and for ensuring that the Trust holds and maintains a Single Central Record of all staff and regular volunteers in accordance with government guidance.

The Trust will review and update the child protection and safeguarding policy and procedures annually, or earlier if necessary, in response to additional guidance or changing situations (e.g. COVID-19).

Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for everyone to recognise the importance of information sharing between practitioners and local agencies.

This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school and with the three safeguarding partners, other organisations, agencies and practitioners as required. Staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Academy Based Staff Requirements

Senior Leadership (SLT) in all academies throughout the Trust are 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 School.

SLT are to acquire evidence of distributing the guidance and store the evidence with other essential Child Protection/Safeguarding paperwork.

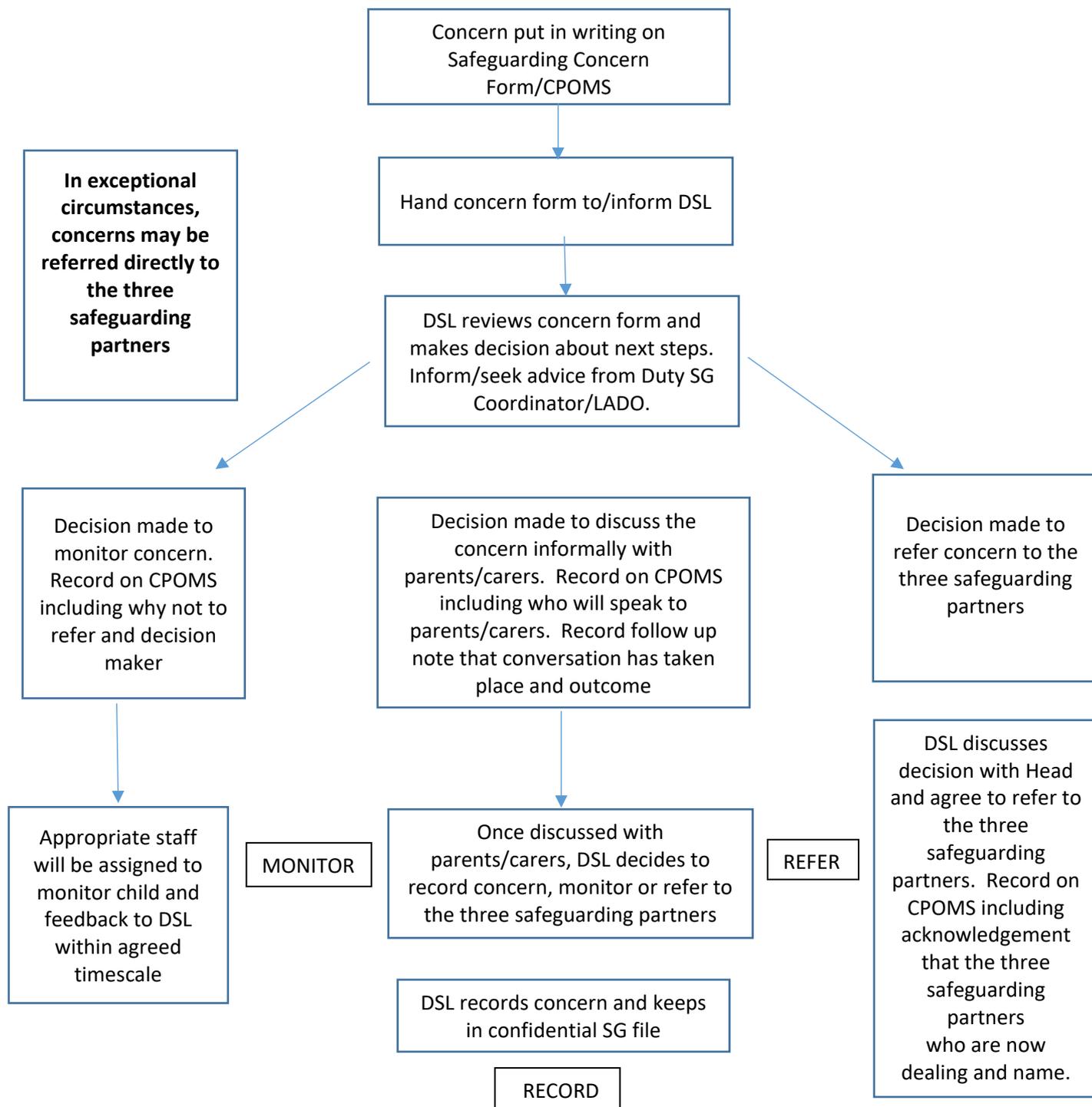
In addition to the basic requirements and good practice provided within this Safeguarding and Child Protection policy, the Trust require each academy to implement a bespoke Safeguarding and Child Protection policy which is tailored to the needs of each academy setting. A copy of the academy policy is to be forwarded to the Trust on publishing

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

Other Requirements/notes

- RSHE is mandatory from September 2020
- Further guidance about managing allegations of abuse against supply staff (in Managing Allegations Policy)
- Updated an additional information about (see Annex A to KCSiE):
 - Child Criminal Exploitation (CCE)
 - Child Sexual Exploitation (CSE)
 - County Lines
 - Domestic Abuse
 - Honour-based abuse
 - Preventing Radicalisation
 - Upskirting
- Part five and Annexes cover:
 - Peer on peer/child on child, sexual violence & sexual harassment
 - Online safety
 - Children with social workers
 - Mental health
 - LAC/PLAC
 - Use of reasonable force
 - Private fostering

Flow Chart For Raising Safeguarding Concerns About A Child



Contact Details: Duty SG coordinators 01274 434343 CSC 01274 437600. Out of hours (all services) 01274 431010 LADO 01274 434343; cpuduty@bradford.gov.uk 01274 434343

Table of substantive changes from KSCIE September 2019

| Where | What |
|--------------------------------------|---|
| Summary | About the guidance |
| What is the status of this guidance? | New paragraph added about Coronavirus (Covid-19) pandemic and supplementary guidance |
| About this guidance | Link added to - https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers |
| Who is this guidance for? | Added an explanatory paragraph about the revisions for 2020 and the rationale behind them |
| Part One | Safeguarding information for all staff |
| Paragraph 4 | Text added to make it clear that both mental and physical health are relevant to safeguarding and the welfare of children |
| Paragraph 21 | Updates and moves contextual safeguarding paragraph (paragraph 32 KCSIE 2019) |
| Paragraphs 28 | New paragraph to provide staff with information about child criminal exploitation and child sexual exploitation |
| Paragraphs 34-38 | New paragraphs on mental health to help staff make the link between mental health concerns and safeguarding issues and signpost guidance |
| Paragraph 56 | Added reference to make it explicitly clear that this also applies to supply staff |
| Part Two | The management of safeguarding |
| Paragraphs 70 | Added link to recently published “when to call the police guidance” from the NPCC |
| Multi-agency working (74-78) | Changes to reflect that the new safeguarding partner arrangements should now be in place |
| Paragraph 84 | Updated to provide further clarification about GDPR and withholding information |
| Paragraph 86 | New data protection tool kit added |
| Paragraph 92 | Updated to make clear that additional information is available in Annex C on how to support keeping children safe online when they are learning at home |

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| Paragraph 94 | Updated to reflect mandatory RSHE from September 2020, and added additional links to further advice and guidance |
| Paragraphs 96-98 | Updated to reflect changes to Ofsted guidance |
| Paragraphs 101-102 | Revised to make clear that schools and colleges should have processes in place to manage all concerns about staff, and in addition follow the guidance in Part four where a concern includes an allegation that might meet the harm threshold |
| Children potentially at greater risk of harm 109-112 | Updated to reflect the needs of children with a social worker and supporting DSLs and schools to be able to best support these children to do well, in line with the evidence from the children in need review |
| Children requiring mental health support 113-116 | New section to raise profile and encourage schools and colleges to make the link between mental health and safeguarding |
| Part Three | Safer recruitment |
| Part three | No Change |
| Part Four | Allegations of abuse made against teachers, including supply teachers, other staff, volunteers and contractors |
| Paragraph 211 | Added a fourth bullet point under the behaviours which covers where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The reason is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but schools/colleges need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk. |
| Supply Teachers (214-217) | Added further guidance as to how schools and colleges should ensure allegations against supply teachers are handled |
| Part Five | Child on child sexual violence and sexual harassment |
| Part five | No change |
| Annex A | Further information |
| Child Criminal Exploitation (CCE) | Updated and additional information provided |
| Child Sexual Exploitation (CSE) | Updated and additional information provided |

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| County Lines | Updated and additional information provided |
| Domestic abuse | Made clear domestic abuse can impact on children when they witness it at home and/or suffer it in an intimate personal relationship and signposted additional information and support. |
| Honour-based abuse | Wording changed from 'violence' to 'abuse' to recognise non-violent forms of abuse |
| Preventing radicalisation | Additional information provided on what terrorism looks like and more information on Channel |
| Upskirting | Updated and additional information provided |
| Annex B | Designated Safeguarding Lead |
| Annex B | Added helpful advice for designated safeguarding leads on the needs of children with a social worker and suggestions for actions that could be taken to promote these children's educational outcomes |
| Annex C | Online safety |
| Information and support | Reformatted to improve accessibility Added additional links |
| Education at home | New paragraph added |
| Annex D | No change |
| Annex E | No change |
| Annex F | No change |
| Annex G | No change |



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**ANNEX C TO SAFEGUARDING AND CHILD PROTECTION POLICY
SEPTEMBER 2020**

Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.¹¹⁶ 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 to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

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;



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- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) 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. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, 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;
- 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.

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.

Raise Awareness

The designated safeguarding lead should:

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college'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.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort;
- supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file

Where children leave the school or college (including for in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.



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It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

ESSENTIAL READING

1. The complete guidance, Keeping children safe in education Statutory guidance for schools and colleges September 2020.
 2. Part one: Keeping children safe in education Statutory guidance for schools and colleges September 2020 Information for all school and college staff.
 3. Working Together to Safeguard Children 2018 (updated 2019).
 4. Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019.
 5. The education inspection framework Ofsted May 2019.
 6. The Independent Schools Inspectorate (ISI) Inspection Framework 2019.
 7. Teaching online safety in school June 2019.
- Whistleblowing
 - Induction safeguarding requirements
 - Staff safeguarding training requirements