



CHILD PROTECTION & SAFEGUARDING POLICY

This is a Trust-Wide Policy
which applies to all the schools within the Trust
together with Appendices containing specific information
for each of the Trust's academies.

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**Trust Safeguarding
Group**

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**All Staff
All Governors
All Directors
Website**

CHILD PROTECTION & SAFEGUARDING POLICY

The vision of Bright Futures Educational Trust is to create a world class education to enable every young person to reach their full potential, and in particular, their full academic potential.

BFET recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow the procedures within this policy to ensure that children receive effective support, protection and justice.

As a Trust we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. We recognise the fundamental principles of British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of others.

What is the Policy for?

This policy has been developed to ensure that all schools within the Trust comply with statutory duties and its responsibilities to safeguard and promote the welfare of young people (0 – 18). It has been developed in accordance with the principles established by the Children’s Act 1989 and 2004; the Education Act 2002, Teachers’ Standards 2012 and in line with the following government publications:

- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (KCSIE) (2016)
- What to do if you are Worried a Child is Being Abused (2015)
- Information Sharing : Advice for Practitioners providing Safeguarding – DfE (2015)
- Prevent Duty (2015)
- Counter Terrorism and Security Act (2015)
- Peter Clark’s Report of 2014
- Promoting British Values (2014)

Who is the Policy for?

The policy applies to all staff employed in the schools which form part of Bright Futures Educational Trust (BFET) as well as all members of the Local Governing Bodies and their Committees, Trust Head Office staff, Members and Directors and any Consultants or Contract Staff undertaking work on behalf of the Trust.

POLICY STANDARDS

AIMS OF THE POLICY

- To ensure the welfare and wellbeing of all pupils is paramount.
- That all pupils, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- To ensure pupils know there are adults within the school who they can approach if they are worried or concerned.
- To ensure pupils feel the school provides a safe environment in which they can learn and develop.

- To ensure any pupils or staff involved in child protection issues will receive appropriate support.
- To provide all staff with the necessary information and framework to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of pupils.
- To ensure consistent good practice across each of the schools within the Trust.
- To demonstrate the Trust's commitment with regard to the safeguarding of children and ensure they receive effective support, protection and justice.
- To ensure staff are fully engaged in being vigilant about radicalisation and work alongside other professional bodies and agencies to ensure that all pupils are safe from harm.
- To ensure all staff and governors have an understanding of what radicalisation is and will follow the procedure within this Policy should any issues arise.

TERMINOLOGY

Child Protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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 have the best outcomes.

Staff refers to all those working for or on behalf of any of the Trust schools, whether full-time or part-time, temporary or permanent in either a paid or voluntary capacity.

Child/children includes everyone under the age of 18.

Pupils refers to pupils and/or students within the Trust schools.

Parents refers to birth parents and all other adults who are in a parenting role, for example step-parents, foster parents, carers and adoptive parents.

School refers to any establishment belonging within BFET, i.e. Primary School, Secondary School, Special School, Sixth Form College and any other place of education which may come under the BFET umbrella.

PROCEDURES

Concerns about a Pupil's Welfare

Each BFET school will have a set of procedures to follow if they have any concerns about a pupil's welfare. These will include:

- Any pupil who seeks help with a problem is to be taken seriously.
- Any member of staff who suspects a pupil may be a victim of abuse must immediately inform the named Designated Safeguarding Lead (DSL) within their school or, in the DSL's absence, the Deputy Designated Safeguarding Lead (DDSL). This should be followed up with a completed Child Causing Concern Form (see Appendix C for suggested template)
- Any member of staff who is approached by a pupil with a potential issue must inform the pupil that any disclosure will be referred to the DSL or DDSL within their school.
- In the case of child protection issues, it is not possible to guarantee confidentiality and the pupil must be informed of the need to share such information with the DSL or DDSL.

- In all cases, the DSL will work to ensure there is appropriate support for the pupil, the family member(s) and member(s) of staff involved.
- Informing the Principal / Head of School.
- Maintaining confidentiality. The DSL will work closely and professionally with all appropriate agencies and adhere to the “Seven Golden Rules of Information Sharing” as set out in the Department for Education (DfE) guidance in “Information Sharing” (2015).
- Putting in place a plan of support for the pupil.
- If Social Services are contacted, the DSL will contact the family stating there is a concern and Social Services have been contacted. Prior to doing so the DSL will check with Social Services that this is the appropriate course of action.

Guidance on Dealing with Pupils

When dealing with a disclosure, staff should listen carefully to the pupil, stay calm, be reassuring and not press for information.

Any concerns and details obtained should be reported immediately to the DSL or DDSL.

A written Concern Form is required as soon as possible after this conversation has taken place.

It is the responsibility of the DSL to make a professional decision on what action should be taken.

If the pupil is over 18 and is not a danger to themselves, permission must be obtained from the pupil to share any information they have disclosed with outside agencies.

Early Help

Staff need to be able to identify pupils who need support but at a lower level than child protection.

Staff will be trained to understand the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm.

The Safeguarding Team of each school will hold regular meetings to discuss and monitor children who are receiving or requiring Early Help. They should work closely with their Local Authority’s Help Hub to ensure information is shared between agencies.

ROLES AND RESPONSIBILITIES

Designated Safeguarding Lead (DSL)

All BFET schools will appoint a member of the Senior Leadership Team as the Designated Safeguarding Lead (DSL) for Safeguarding who is responsible for co-ordinating child protection arrangements.

Full details of the DSL are contained in Appendix D of this Policy.

Deputy Designated Safeguarding Lead (DDSL)

Each school will also appoint a Deputy Designated Safeguarding Lead (DDSL) or, if necessary, more than one. The DDSL must:

- Be trained to the same high level as the DSL.
- Carry out those functions necessary to ensure the on-going safety and protection of pupils if the DSL is unavailable for any reason.
- In any long-term absence of the DSL, the DDSL will assume all the functions of the DSL as outlined in Appendix D. It may be appropriate in these circumstances for the school to appoint an additional DDSL.

Principal / Head of School

The Principal/Head of School will:

- Ensure the Child Protection and Safeguarding Policy and procedures are implemented and adhered to by all staff.
- Allocate sufficient time, training, support and resources (including cover arrangements when necessary) to enable the DSL and the DDSL to carry out their roles effectively. This should include the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- Ensure all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the Trust's Whistle Blowing Policy.
- Ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including eSafety.
- Liaise with the Local Authority Designated Officer where an allegation is made against a member of their staff.
- Ensure anyone who has harmed, or may pose a risk to, a child is referred to the Disclosure and Barring Service after the appropriate procedures have been followed.

Local Governing Body

The Local Governing Body of each school has specific Child Protection and Safeguarding undertakings which help monitor policy and procedure and support the Principal/Head of School and Senior Leadership Team. These are detailed in Appendix E.

Board of Directors

The Board of Directors has a specific Child Protection and Safeguarding undertaking which, amongst others, is to oversee that implementation of policy and procedures for the Trust are monitored via the Operations Board. These are detailed in Appendix F

Staff

All staff have a responsibility for keeping children safe. They should:

- Be aware and have an understanding of this Policy and their school's procedures relating to Child Protection and Safeguarding.
- Recognise and understand the indicators of abuse (see Appendix A).
- Know what to do if they are concerned about a child's welfare (see Appendix B).
- Undertake the appropriate safeguarding training as highlighted within this Policy.

SAFEGUARDING PRACTICE WITHIN SCHOOLS

Preventing Extremism and Anti-Radicalisation

Protecting children from the risk of extremism and radicalisation should be seen as part of all of the Trust's schools wider safeguarding duties. It is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family or friend and for those with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media, in particular, has become a major factor in the radicalisation of young people.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These can include:

- Spending an increasing amount of time in the company of other suspected extremists.
- Changing style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming more centred on extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group or cause.
- Communications with others which suggests identification with a group, cause or ideology.
- Using insulting or derogatory names for another group.
- An increase in prejudice-related incidents committed by that person. These may include:
 - Physical or verbal assault.
 - Provocative behaviour.
 - Damage to property.
 - Derogatory name calling.
 - Possession of prejudice-related materials.
 - Prejudice related ridicule or name calling.
 - Inappropriate forms of address.
 - Refusal to co-operate.
 - Attempts to recruit others to prejudice-related organisations.
 - Condoning or supporting violence towards others.

Definitions within this sector are:

Extremism: Vocal or active opposition to fundamental British values as defined below. This also includes calls for the death of members of any of the British armed forces, whether in this country or overseas. The Crown Prosecution Service defines extremism as “The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts.
- Foster hatred which might lead to inter-community violence in the UK.”

Radicalisation: The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values: Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Safeguarding Students with Medical Needs*

The school provides clear procedures for managing prescription medicines which need to be taken during the school day.

- All staff are given clear guidance to on the administration of medicines
- All staff are issued with information at the start of each academic year which outlines the students with the asthma, diabetes, anaphylaxis and epilepsy.
- Staff have responsibility to check the medical information for all the classes they teach.
- All staff will be notified of any changes throughout the academic year.

****Please read the BFET Medical Policy for more details.***

Attendance*, Exclusions and Safeguarding

In accordance with the Attendance Policy, absences are rigorously pursued and recorded. The Academy, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of students in its care. The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or Common Assessment Framework (CAF), and form part of the evidence relating to Child Protection procedures.

We implement the statutory requirements in terms of monitoring and reporting children missing education (CME). A student will not be taken off roll until we are sure of the pupil destination or instructed to do so by the Local Authority. We understand how important this practice is in safeguarding students. Should a student leave the building without permission a call is made to a member of SLT who will contact the police and ensure the parent/carer is notified. The incident, police reference number and any relevant outcomes are logged. All parents/carers who are collecting a student from the Academy during the school day will be asked to sign the student out in the signing out book.

The Designated Safeguarding Lead will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a student is likely to be permanently excluded a full assessment will be instigated to ensure that there is improved understanding of the needs of the student and their family and that the key agencies are involved.

****Please read the Academy's Attendance Policy for more details.***

Confidentiality and Sharing Information

Child protection and safeguarding warrants a high level of confidentiality, not only out of respect for the children and staff involved but also to ensure evidence is not compromised by being released into the public domain.

- In the first instance, staff should discuss any concerns only with the DSL who will then decide what other people/agencies should be advised. Information will be disseminated on a 'need-to-know' basis.
- Any staff concerns regarding safeguarding actions taken by the DSL or DDSL should be taken in the first instance to the Principal/Head of School.
- Any staff concerns regarding safeguarding actions taken by the Principal should in the first instance be taken to the Head of HR of the Trust.
- As a last resort staff should call the NSPCC Whilst-blowing Helpline on 0800 028 0285.

Child protection information will be stored and handled in line with the Data Protection Act 1998 therefore it will be:

- Processed for limited purposes.
- Adequate, relevant and not excessive.
- Accurate
- Kept for the statutory time limit and no longer.
- Processed in accordance with the subject's data rights.
- Kept securely.

Each school's Child Causing Concern forms and any other relevant information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the pupil's school file which will be 'tagged' to indicate that separate safeguarding information is held elsewhere.

This Trust's Data Protection Policy does not prevent school staff from sharing information with relevant agencies where that information may help to protect a child. This policy is available to all staff and parents on the school's website.

Staff, Governor and Director Training

It is important everyone receives training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. Training for every member of staff employed by the Trust and all Governors and Directors will consist of, but not be exclusive to:

- Appropriate **annual** training provided by the Trust/school to ensure:
 - They are fully aware of any changes to legislation / guidance / local and national Child Protection and Safeguarding procedures and issues.
 - They understand their role and how to undertake their responsibilities as set out in Part 1 of KCSIE 2016.
 - They are fully aware of the threats, risk and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on; how support can be provided to ensure children are resilient and able to resist involvement in radical or extreme activities.
 - They are aware of the increased risk to abuse of certain groups, including disabled and SEN children, looked after children and young carers.
- Completion of the Awareness of Child Abuse and Neglect training (formerly Level 1) **every three years**.
- Further training as appropriate for those staff, Governors and Directors with more safeguarding responsibilities.

New staff, Governors and Directors should receive safeguarding training within their first half-term of service. However, their induction should include a safeguarding session which will familiarise them with the Child Protection and Safeguarding Policy, the school's safeguarding procedures and contact details for the school's DSL and DDSL.

Supply staff and other visiting staff will be given the school's leaflet for safeguarding for visiting staff.

All schools will follow the Trust Safe and Fair Recruitment Policy and, where appropriate, staff, governors and directors will complete the Safe and Fair Recruitment training.

The Role of the Curriculum

The Ofsted expectation is that from early years right through to post-16, schools will be active in preparing pupils for life in modern Britain and will show vigilance in identifying any signs that British Values are being undermined. It is recognised that pupils with low aspirations are more vulnerable to radicalisation and all schools will work to equip their pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. The curriculum in all schools will promote respect, tolerance and diversity and how to understand and manage risks and keep themselves safe. This is done through a variety of ways, including (but not exclusive to):

- Different strands of the curriculum e.g. eSafety, SEAL, SRE, PHSE, SMSC.

- Assemblies.
- Staff working with pupils to help them think about risks they may encounter and work out how these risks might be overcome. Discussions about risk are empowering and enabling for all pupils and promote sensible behaviour rather than fear or anxiety.
- Pupils being taught how to conduct themselves and how to behave in a responsible manner.
- Encouraging pupils to share their views and recognise they are entitled to have different beliefs which should not be used to influence others.
- Pupils being taught about how to deal with bullying, including cyber bullying, and how to stay safe when using the internet.
- Pupils being encouraged to speak to a member of staff about any worries they may have.
- The Trust and all schools continually promoting an ethos of respect for all.

eSafety

All staff, governors, directors and pupils within the Trust will follow and adhere to the Trust's eSafety Policy.

Safeguarding Allegations against Staff

The Staff Code of Conduct makes all staff aware that inappropriate behaviour towards pupils is unacceptable and their conduct must be beyond reproach.

Any complaints about the behaviour of a member of staff from a parent or member of the public will be dealt with in line with the Trust's Complaints Policy.

If staff are concerned about the conduct of a colleague towards a pupil they should take their concern to the DSL or the Principal who will follow the correct procedure in line with the Trust's Whistle Blowing Policy which enables a concern or allegation to be raised in confidence and for a sensitive enquiry to take place. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

As a last resort, staff are able to call the NSPCC Whistle-blowing Helpline on 0800 028 0285.

Any allegations made to a school concerning staff who no longer work there should be referred to the DSL who will, in turn, refer to the Local Authority.

Any historical allegations made regarding a current member of staff should be referred to the DSL for immediate referral to the Principal who will contact the Local Authority Designated Officer.

Staff, parents, governors and directors should be aware that publication of any material that may lead to the identification of a member of staff who is the subject of an allegation is prohibited by law. Publication includes verbal communication or writing, including content placed on social media sites.

Photography and Images

Any person taking photographs, video or any other images of the school and/or the pupils must comply with the regulations as set out in the Trust's eSafety Policy.

SPECIFIC SAFEGUARDING ISSUES

Child Sexual Exploitation

A form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual

activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and/or education at some point.

Some of the following signs may be indicators of sexual exploitation where children:

- 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 or menstrual problems.
- Misuse drugs and alcohol.
- Go missing for periods of time or regularly come home late.
- Regularly miss school or don't take part in education.

Female Genital Mutilation (FGM)

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. Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM, or have already suffered FGM. Section 5B of the Female Genital Mutilation Act 2003 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.

FGM is internationally recognised as a violation of the human rights of girls and women. It is illegal in most countries, including the UK. Victims of FGM are likely to come from a community that is known to practice FGM and signs that may indicate a child has undergone FGM include:

- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from their group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

Forced Marriage

Forcing a person into 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, and/or emotional and/or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (e.g. if they have learning disabilities). Some communities use religion and culture as a way to coerce a person into marriage. Schools have a duty to report cases of Forced Marriage to the police (Forced Marriage Unit).

Honour Based Violence

So-called "honour based" violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital

Mutilation, forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such. If any member of staff have any concerns at all regarding HBV they must speak to the DSL/DDSL. Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a child being at risk of, or having already suffered, HBV.

Self-Injury*

Self-injury describes a wide range of things children do to themselves in a deliberate and usually hidden way. In the vast majority of cases self-injury remains a secretive behaviour that can go on for a long time without being discovered. Self-injury can involve:

- Cutting, often to the arms, using razor blades, broken glass, scissors or a pair of compasses (can include scratching, picking, biting or scraping).
- Burning using cigarettes or caustic agents.
- Punching and bruising.
- Inserting or swallowing sharp objects or harmful substances.
- Head banging (hitting themselves against objects).
- Pulling out hair, including eyelashes and/or eye brows.
- Restrictive or binge eating.
- Overdosing.
- Self-neglect.
- Alcohol abuse.
- Taking personal risks.
- Sleep deprivation.

****Please read the academy specific policy where available for more details.***

Peer-on-Peer Abuse

There are many different forms peer-on-peer abuse can take. This is most likely to include, but not be limited to:

- Gender based violence.
- Sexual assaults.
- Sexting.
- Name calling and bullying (including cyber bullying).

Any form of peer-on-peer abuse, like any other abuse, should be treated seriously and not tolerated. Where staff have concerns or receive a disclosure the child should be re-assured and supported and the DSL/DDSL informed as soon as possible.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level bullying can have a disastrous effect on a child's wellbeing and, in very rare cases, has been a feature in suicide. The school's Anti-Bullying Policy should be referred to in all instances where bullying is suspected.

Children with Sexually Harmful Behaviour

Children may be harmed by other children or young people and there will be occasions when a pupil's behaviour warrants a different response. Research suggests that up to thirty per cent of child sexual abuse is committed by someone under the age of 18.

The management of children with sexually harmful behaviour is complex and all schools within the Trust will work with other relevant agencies to maintain the safety of their whole school community. Children who display such behaviour may be victims of abuse themselves and the child protection procedures should be followed for both victim and perpetrator.

Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to their DSL/DDSL as soon as possible.

PARTICULARLY VULNERABLE GROUPS

Learners with Special Educational Needs (SEN)

Children with Special Educational Needs (SEN) and disabilities can provide additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. All staff should be made aware of these barriers and how best to overcome them. Barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Looked After Children

The most common reason for children to become Looked After is as a result of abuse or neglect. Each school will ensure all staff have the necessary skills and understanding to keep Looked After children safe. Appropriate staff will have access to information about a child's Looked After status and care arrangements, including the level of authority delegated to the carer by the local authority looking after the child. The DSL/DDSL will have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Missing Children

Each school will closely monitor attendance, absence and exclusions. A child who is missing from regular school is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL/DDSL will work with the school's attendance officers to monitor any unauthorised absence and take appropriate action, including notifying the local authority if appropriate, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

The school will ensure all staff are aware of the importance of, and be alert to, signs of children being at risk of female genital mutilation, forced marriage and/or travelling to conflict zones.

Privately Fostered Children

A private fostering arrangement occurs when someone *other than a parent or a close relative* cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or under the age of 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture, and children may be privately fostered at any age under the limit.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important the schools are alert to possible safeguarding issues, including the possibility a child has been trafficked into the country.

If a member of staff becomes aware a pupil may be in a private fostering arrangement, they should raise this with the DSL/DDSL who should notify the appropriate local authority of any concerns that may be linked to the placement. Any safeguarding concerns about the child or placement which arise following the placement should be reported to Children's Social Care.

Other Vulnerable Learners

Other children may have an increased risk of abuse. Many factors can contribute including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure all pupils receive equal protection, all staff should give special consideration to those who are:

- Disabled.
- Young carers.
- Affected by parental substance misuse, domestic violence or parental mental health needs.
- Asylum seekers.
- Living away from home.
- Vulnerable to being bullied or engaging in bullying.
- Living in temporary accommodation.
- Live transient lifestyles.
- Live in chaotic and unsupportive home situations.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- At risk of sexual exploitation.
- Do not have English as a first language.
- At risk of female genital mutilation (FGM).
- At risk of forced marriage.
- At risk of being drawn into extremism.

The above list provides examples of additional vulnerable groups and is not exhaustive.

VISITORS TO SCHOOLS

Planned Visits by Parents/Carers, Agencies and Other Visitors

- All visitors to a school will be asked to sign in at Reception and will be issued with the school's visitor badge.
- All visitors will be issued with the school's leaflet explaining the Child Protection and Safeguarding procedures.
- Visitors should remain in the Reception/Waiting area until the person they are asking to meet arrives. They should not make their own way to meet with a member of staff.
- Any persons who are attending the school to speak in any capacity should ensure they have read and understood the Trust's Visiting Speakers Agreement and previously submitted their signed agreement, a copy of which should be at Reception for when they arrive.
- Visitors must not be unaccompanied during any part of their visit unless a DBS has been seen.
- At the end of the visit, the member of staff meeting the visitor should escort them to the Reception area so they can formally sign out.

Unplanned Visits by Parents/Carers, Agencies and Other Visitors

- All visitors to a school will be asked to sign in at Reception and will be issued with the school's visitor badge.

- A visitor will be asked who they would like to see and the receptionist will see if the person is available.
- If the person is available, procedures will then follow as for planned visits above.
- If the person is not available or cannot be located the visitor will be asked to make an appointment with the person they wish to meet with and to return at that time.
- If the visitor wishes to meet with someone as a matter of urgency, another appropriate member of staff should be located who is available to meet and then the same procedures as above will be followed.
- Parents who are at the school to either deliver or collect their child outside of normal hours will not need to sign in but they should wait in reception for their child to come to them.

Volunteers at the School

- Any person who is a volunteer which involves attendance at the school site, including governors, will undergo the statutory checks commensurate with their role at the school and contact with pupils.
- Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised by a member of staff or be allowed to engage in regulated activity.

Contractors

- Schools will check the identity of all contractors working on-site and, where appropriate, request DBS checks.
- Contractors will be requested to sign in at Reception and will be given a school badge indicating they have permission to be on the site.
- Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Extended Activities

- In cases where extended activities are provided by a Trust school, the Child Protection and Safeguarding Policy will apply alongside the school's procedures.
- If other organisations provide services or activities on a school site, the individual school will be responsible for checking these organisations have appropriate procedures in place.

Off-site Activities

- When pupils attend off-site activities, including day and/or residential visits and work related activities, the individual school will check effective child protection arrangements are in place as part of the Risk Assessment undertaken before any and each such activity.

Work Experience

- Each school will have procedures in place to safeguard pupils undertaking work experience which are in accordance with the guidance in KCSIE 2016.
- This will include arrangements for checking people who provide placements and supervise pupils

Children Staying with Host Families*

- It may be possible that schools will make arrangements for pupils to stay with host families during a foreign exchange or sports trip.

- In such circumstances, the school will follow the guidance in KCSIE 2016, Annex C, to ensure the hosting arrangements are as safe as possible.

****Please read the academy specific policies and procedures where available, for more details.***

RELATED POLICIES

Child Protection and Safeguarding will be referred to in various other Trust and School policies. This includes, but is not limited to, the following, where available:

- Anti-bullying Policy
- Attendance
- Behaviour for Learning Policy
- Bereavement
- Complaints Procedure
- Data Protection Policy
- Disciplinary Policy
- Eating Disorder Policy
- eSafety Policy
- First Aid Policy
- Grievance Policy
- Health & Safety Policy
- LAC
- Medical Needs
- Safe & Fair Recruitment Policy
- Self Injury Policy
- SEND Policy
- Sex Education Policy
- Supporting Pupils at School with Medical Conditions
- Staff Code of Conduct
- Statement of Procedures for Dealing with Allegations of Abuse against Staff
- Use of Reasonable Force Policy
- Visiting Speakers Policy
- Whistle Blowing Policy

APPENDIX A

RECOGNISING ABUSE AND NEGLECT

ABUSE

Abuse is defined as a form of maltreatment of a child. This can be by inflicting actual harm or by failing to act to prevent harm. Children can be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (e.g. via the internet). Children can be abused by adults or by another child or children.

NEGLECT

Neglect is 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.

TYPES OF ABUSE AND NEGLECT

Types of abuse include:

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 they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children to frequently 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 along.

Sexual abuse: Involves forcing or enticing a child to take part in sexual activities not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse as can other children.

Neglect: May occur during pregnancy 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, shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

INDICATORS OF ABUSE

Physical signs can define some types of abuse. For example, bruising, bleeding or broken bones resulting from physical or sexual abuse or injuries sustained whilst a child has been inadequately supervised. The identification of physical signs is complicated as children may go to great lengths to hide injuries; often because they are ashamed or embarrassed or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

For these reasons it is vital that staff are aware of the range of behavioural indicators of abuse and report any concerns to the Designated Senior Lead (DSL) or Deputy Designated Lead (DDSL) within their school.

It is the responsibility of staff to report their concerns, it is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- Have bruises, bleeding, burns, fractures or other injuries.
- Show signs of pain or discomfort.
- Keep arms and legs covered, even in warm weather.
- Be concerned about changing for PE or swimming lessons.
- Look unkempt or uncared for.
- Change their eating habits.
- Have difficulty in making or sustaining friendships.
- Appear fearful.
- Be reckless with regard to their own, or another's, safety.
- Self-harm.
- Frequently miss school, arrive late or leave the school for part of the day.
- Show signs of not wanting to go home.
- Display a change in behaviour; from quiet to aggressive or happy-go-lucky to withdrawn.
- Challenge authority.
- Become disinterested in their school work.
- Be constantly tired or preoccupied.
- Be wary of physical contact.
- Be involved in, or particularly knowledgeable about, drugs or alcohol.
- Display sexual knowledge or behaviour beyond that normally expected for their age.
- Acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL/DDSL to decide how to proceed.

It is very important staff report their concerns to the DSL/DDSL – they do not need 'absolute proof' the child is at risk.

IMPACT OF ABUSE

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives although most adult survivors agree the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by

anxiety or depressions, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Any definitions are taken from Keeping Children Safe in Education 2016.

APPENDIX B

WHAT TO DO IF YOU ARE CONCERNED ABOUT A CHILD'S WELFARE

TAKING ACTION

Any child could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.

Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help the child – this could mean dialling 999.
- Report your concern as soon as possible to the DSL/DDSL and certainly no later than the end of the day.
- Do not start your own investigate.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Complete a Concern form.
- Seek support for yourself through the correct procedures if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect a pupil may be at risk but have no ‘real’ evidence: the pupil's behaviour may have changed; their artwork may become bizarre; they may write stories or poetry that reveal confusion or distress or physical (but inconclusive) signs may have been noticed. In these circumstances staff should try to give the pupil the opportunity to talk to them. The signs could be due to a variety of factors. For instance, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the school's Concern Form to record these early concerns. If the pupil does begin to reveal they are being harmed staff should follow the advice below. If a member of staff is still concerned following the initial conversation, they should discuss their concerns with the DSL/DDSL.

Any concerns which do not meet the threshold for child protection intervention will be managed through the Early Help / CAF process.

If a pupil disclosed abuse to you

It takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; they may believe, or have been told, the abuse is their own fault. Sometimes a child may not be aware that what is happening to them is abuse.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member must let the pupil know they are obliged to pass the information on.** Staff must not keep secrets and should inform the pupil that they cannot keep the information confidential.

During any conversation with the pupil staff should:

- Allow the pupil to speak freely.

- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener.
- Give reassuring nods or words of comfort such as: “I’m so sorry this has happened”, “I want to help”, “This isn’t your fault”, “You are doing the right thing in talking to me”.
- Not be afraid of periods of silence during the conversation – remember how hard this must be for the pupil.
- **Under no circumstances ask investigative questions** – such as how many times has something happened, whether it happens with siblings too and what does the pupil’s mother/father think about it.
- Tell the pupil at an appropriate time they must pass any information on and explain to whom and why.
- Not automatically offer any physical touch as a comfort – this may be anything but comforting to a child who has been physically abused.
- Avoid admonishing the child for not disclosing anything earlier. Saying things such as “I wish you had told me about this when it started” or “I can’t believe what I am hearing” may be the staff member’s way of being supported but may be interpreted by the child to mean they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go to see the DSL, otherwise let them know someone will come to see them before the end of the day.
- Report the conversation verbally to the DSL, even if the pupil has promised to do so themselves.
- Write up the conversation as soon as possible on the Record of Concern Form and make sure this is handed to the DSL/DDSL.
- Seek support if they feel distressed by the conversation.

What happens next?

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively. The DSL/DDSL will make contact with the parents in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought by the DSL/DDSL from the relevant children’s social care.

Referral to Children’s Social Care

The DSL/DDSL will make a referral to children’s social care if it is believed that a pupil is suffering, or is at risk of suffering, significant harm. The pupil (subject to their age and understanding) and the parents will be told a referral is being made unless it would increase the risk to the child to do so. Any member of staff may make a direct referral to children’s social care if they genuinely believe independent action is necessary to protect a child.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined within this policy. However, they may also share information directly with the relevant children’s social care, the police or the NSPCC if:

- The situation is an emergency and the DSL/DDSL and the Principal/Head of School are all unavailable.
- They are convinced a direct report is the only way to ensure the pupil’s safety.
- For any other reason they make a judgement that direct referral is in the best interests of the pupil.

APPENDIX C

Evidence log for: _____ Class: _____

Discussed with CP team: Yes/ No Date: _____ Time: _____

Signed: _____
For CP team only

Received on: ----- *From* -----

Skin map attached Yes / No *Reported to social care:* Yes / No

Other information-----

Actions

Reasoning

Signed _____

Date _____

Signed _____

Date _____

APPENDIX D

DESIGNATED SENIOR LEAD FOR CHILD PROTECTION AND SAFEGUARDING

Each school within the Trust will appoint an appropriate member of their Senior Leadership Team as a Designated Senior Lead (DSL) who will take lead responsibility for Child Protection and Safeguarding within that school. The DSL will be given the time, funding, training, resources and support to provide advice and support to all staff and governors within the school on child welfare and child protection matters.

Each academy will also appoint at least one Deputy Designated Lead (DDSL) who will be trained to the same standard as the DSL and will take over any duties of the DSL if they are absent from the academy for any reason.

The DSL can delegate responsibilities to the DDSL however the ultimate lead responsibility for child protection within the academy remains with the DSL.

The DSL should encourage a culture amongst all staff of listening to children and taking account of their wishes and feelings in any measures the school may put into place to protect them.

RESPONSIBILITIES OF THE DESIGNATED SENIOR LEAD

1. Referrals

It is the responsibility of the DSL to refer all of the following:

- Cases of suspected abuse to the Local Authority Children's Social Care.
- Cases of a radicalisation concern to the Channel programme.
- Cases of a safeguarding nature concerning staff to the Principal/Head of School.
- Cases where a crime may have been committed to the appropriate police.
- Ensure parents of school's pupils are aware that referrals about suspected abuse or neglect may be made and the role of the school in any such referral.

2. Working with Others

The DSL should liaise and work with the following groups on a regular or 'as required' basis:

- Principal or Head of School to inform them of any issues and, in particular, keep them updated on any ongoing enquiries under 47 of the Children Act 1989 and/or police investigations.
- Case Managers and Designated Officers at the Local Authority on any child protection concerns.
- Attendance Officers (or equivalent) in their academy.
- Inter-agency groups, including taking part in strategy discussions and meetings and contribute to children's assessment. The DSL should also support any other staff who are involved in any such meetings with inter-agency groups.
- Local Safeguarding Children's Board (LSCB).
- All staff and governors within their academy on any matters of safety and safeguarding.
- Social Work Teams over suspected cases of abuse.
- Child Protection Conferences and Core Groups in order to attend and/or submit a school child protection report.
- Be their school's representative on the Trust's Child Protection and Safeguarding Group, and work with each other to ensure the Child Protection and Safeguarding Policy is reviewed annually (as a minimum); procedures and implementation are updated and

reviewed regularly and all staff and governors are aware of any new versions of the policy.

3. Training

- The DSL (and any DDSLs) will undergo formal training to the highest level to provide them with the knowledge and skills required to carry out their role. This training should be updated at least every two years.
- The DSL will undertake Prevent training in order to:
 - Provide advice and support to staff on protecting children from the risk of radicalisation.
 - Support their academy with regards to the requirements of the Prevent duty.
 - Support staff who come to them with any child protection or safeguarding concerns and guide them through any appropriate process.
- In addition to the formal training, the DSL (and any DDSLs) will keep their skills and knowledge updated at regular intervals. This should be done when required, but at the very least annually, in order to allow them to keep abreast of any developments and regulations relevant to their role.
- The DSL should ensure they are conversant with the following:
 - The assessment process for providing early help and intervention, e.g. through locally agreed common and shared assessment processes such as early help assessment.
 - 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.
 - Their academy's Child Protection and Safeguarding Policy.
 - Specific needs within their academy of children in need, those with special educational needs and young carers.
 - How to keep detailed, accurate and secure written records of concerns and referrals.
 - How to obtain access to resources and attend any relevant courses.
- The DSL should lead on child protection and safeguarding training and ensure:
 - **All** staff and governors in their academy receive introductory safeguarding training 'The Awareness of Child Abuse and Neglect' (formerly known as Level 1 safeguarding training).
 - Their school can demonstrate all staff have received relevant Child Protection & Safeguarding, Prevent and Anti-Radicalisation training.
 - Staff are made aware of any changes and updates to local authorities' policy and procedure.
 - All staff, governors, temporary staff and visitors are aware of the academy's Child Protection and Safeguarding Policy and its procedures are implemented and followed in their academy.

4. Record Keeping and Information

As part of their role the DSL should:

- Maintain accurate and relevant records for all children for whom there are safeguarding concerns along with individual Child Protection files for children who are the subject of a Child Protection Plan.

- Ensure the up-to-date version of the Child Protection and Safeguarding Policy is available on the school's website, along with any other relevant safeguarding information.
- Ensure all provision of information to pupils/students are fit for purpose, fully understood and used appropriately.

5. Transfer of Child Protection Files

When a pupil/student leaves the school, the DSL should:

- Ensure the 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. If not hand delivered to a local school, this should be sent by registered post and should be tracked that it has been received and signed for.
- Ensure the file is checked before sending to ensure all papers are in order and the correct information is enclosed.
- Keep a copy of the child protection file for school records. This should be archived until the pupil/student reaches the age of 25 when it can be destroyed.
- Ensure a receipt for the file is received from the receiving school and kept in the academy's copy file.

6. Availability

- The DSL should be available during regular academy hours for members of staff to discuss any safeguarding concerns.
- In the absence of the DSL, the DDSL should be available for staff to discuss any concerns.
- The DSL should liaise with senior staff at their academy to arrange adequate and appropriate cover arrangements for any out of hours / out of term activities.
- In exceptional circumstances, by agreement, availability via telephone and/or Skype or other such recognised mediums is acceptable according to KSCIE 2016.

APPENDIX E

THE LOCAL GOVERNING BODY AND THE CHILD PROTECTION & SAFEGUARDING GOVERNOR

Child Protection and Safeguarding is an intrinsic part of any Trust School and the core principles should be to ensure the health, safety and welfare of any persons within that Academy. The Local Governing Body (LGB) has a specific role to undertake with regard to Child Protection and Safeguarding in accordance with this Policy.

RESPONSIBILITIES OF THE LOCAL GOVERNING BODY

Each LGB should:

- Appoint one Governor as the Child Protection & Safeguarding Governor for their LGB.
- Ensure every Governor on the LGB receives appropriate **annual** training to make them fully aware of any changes to legislation / guidance / local and national Child Protection and Safeguarding procedures and issues. This will be carried out by Academy staff and be in line with that received by all staff members.
- Ensure every Governor on the LGB completes the Awareness of Child Abuse and Neglect training (formerly Level 1) **every three years**.
- Ensure that any Governors who are involved with staff recruitment complete the on-line Safer Recruitment training **every three years**.
- Ensure every governor is fully aware of the threats, risks and vulnerabilities that are linked to radicalisation.
- Ensure a complete and up-to-date record is kept of any and all Child Protection and Safeguarding training for all Governors.
- Liaise with the Principal and Senior Leadership Team to monitor a culture of vigilance and safeguarding that permeates through all aspects of the Academy.
- Monitor the School to ensure compliance with all Trust Child Protection and Safeguarding procedures.
- Ensure any Academy-specific safeguarding policies are reviewed and approved on a regular basis and monitor for Academy compliance.
- Monitor the Academy has effective procedures in place to handle allegations of abuse made against members of staff or volunteers and be aware of any role the LGB might have in those procedures in accordance with Trust policies.
- Have an awareness of the Trust's SMSC & British Values Policy.

RESPONSIBILITIES OF THE CHILD PROTECTION AND SAFEGUARDING GOVERNOR

It is the responsibility of the Child Protection and Safeguarding Governor to:

- Undertake to complete the DSL training (formerly Level 3 Safeguarding)
- Meet at least once a term with the Designated Senior Lead (DSL) in the Academy and, where appropriate, with the Deputy Designated Lead (DDSL).
- Produce a written report on meetings with the DSL/DDSL for the appropriate full LGB meeting and highlight any issues/concerns in order for the LGB to be fully informed on Child Protection and Safeguarding within their school.
- Monitor the Child Protection and Safeguarding Procedures within the Academy in liaison with the DSL and DDSL.
- Read and understand Part 1 of Keeping Children Safe in Education 2016 (KCSIE 2016).

APPENDIX F

THE BOARD OF DIRECTORS AND THE CHILD PROTECTION & SAFEGUARDING DIRECTOR

Child Protection and Safeguarding is an intrinsic part of the Trust and the core principles should be to ensure the health, safety and welfare of any persons within the Trust in any capacity.

The Board of Directors has a specific role to undertake with regard to Child Protection and Safeguarding in accordance with this Policy.

RESPONSIBILITIES OF THE BOARD OF DIRECTORS

The Board should:

- Appoint one Director as the Child Protection & Safeguarding Director.
- Ensure every Director on the Board receives appropriate **annual** training to make them fully aware of any changes to legislation / guidance / local and national Child Protection and Safeguarding procedures and issues. This will be carried out by Academy staff and be in line with that received by all staff members.
- Ensure every Director on the Board completes the Awareness of Child Abuse and Neglect training (formerly Level 1) **every three years**.
- Ensure that any Directors who are directly involved with staff recruitment complete the on-line Safer Recruitment training **every three years**.
- Ensure every Director is aware of the threats, risks and vulnerabilities that are linked to radicalisation.
- Ensure a complete and up-to-date record is kept of any and all Child Protection and Safeguarding training for all Directors.
- Liaise with the appropriate people to monitor a culture of vigilance and safeguarding that permeates throughout the Trust.
- Oversee the monitoring of compliance with all Trust Child Protection and Safeguarding procedures through the Operations Board.
- Oversee the monitoring of review and approval of Academy-specific safeguarding policies on a regular basis through the Operations Board.
- Be aware of the Trust's SMSC & British Values Policy.

RESPONSIBILITIES OF THE CHILD PROTECTION AND SAFEGUARDING DIRECTOR

It is the responsibility of the Child Protection and Safeguarding Director to:

- Undertake to complete the DSL training (formerly Level 3 Safeguarding)
- Arrange meetings with Designated Senior Leads (DSL) within the Trust on an appropriate basis.
- Receive the Safeguarding reports submitted to the Operations Board in a timely manner so, if necessary, he can investigate further and report back to the Board of Directors on any matter requiring further attention by the Board.
- Read and understand Part 1 of Keeping Children Safe in Education 2016 (KCSIE 2016).