



Safeguarding (Including Child Protection) Policy

DATE APPROVED	BODY	REVIEW DATE
16 September 2020	Board of Trustees	Autumn 2021

CONTENTS		PAGE NUMBER
Front Page		Page 1
Contents		Page 2
Part 1: Introduction		Page 3
Part 2: Chiltern Learning Trust Safeguarding Aims		Page 4
Part 3: Roles and Responsibilities		Page 5
Part 4: Staff Training and Support		Page 10
Part 5: Safer Recruitment		Page 11
Part 6: Allegations of Abuse made against Teachers, Other Staff and Volunteers		Page 12
Part 7: Support for Children and Young People		Page 13
Part 8: The Involvement of Parents and Carers		Page 18
Part 9: Multi-Agency Working		Page 18
Part 10: Confidentiality		Page 18
Part 11: Additional Safeguarding Information, Advice and Guidance		Page 18
Part 12: The Child Protection Policy		Page 20
APPENDICES		
Appendix 1 - Confidentiality Policy		Page 21
<ul style="list-style-type: none"> • Part 1: Definition of Confidentiality (Page 21) • Part 2: Beliefs (Page 21) • Part 3: The Legal Position for School Staff (Page 21) • Part 4: Disclosures to Members of School Staff (Page 22) • Part 5: Visitors and Volunteers (Page 22) • Part 6: Complex Cases (Page 22) • Part 7: Onward Referral (Page 22) 		

PART 1: INTRODUCTION

1.1. All members of the Chiltern Learning Trust fully acknowledge their responsibilities with regards to the safeguarding of children and young people and they recognise that through their day to day contact with them they are well placed to identify signs of risk and harm; safeguarding is defined as:

- Protecting children and young people from maltreatment;
- Preventing impairment of children and young people's mental or physical health or development;
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children and young people to have the best life chances.

1.2. With this in mind, all of the Trust schools agree that, in order to protect children and young people and to prevent them from being at risk of harm, they will ensure that wherever possible the children and young people in the Trust:

- Will be offered an organisational culture that promotes the importance of the safety of children and young people, whether they are in school or learning remotely (for example, as a result of matters pertaining to Coronavirus);
- Will be offered clarity in relation to the standards in behaviour expected of all children and young people;
- Will benefit from a school ethos that helps them to be safe, resilient and robust and where mutual respect and shared values are a key feature in (and, where children and young people are learning remotely, beyond) each educational setting;
- Feel safe in school (as school may be the only stable, secure and consistent environment in their lives) but also know that their safety is of paramount importance to school staff if they are working/learning remotely;
- Are confident and have high self-esteem;
- Are offered effective lines of communication (in school or when they are working/learning remotely);
- Have the right to speak freely and are able to voice their values and beliefs;
- Are encouraged to respect each other's values and support each other;
- Are protected as the result of parental participation;
- Will be offered planned learning opportunities within the curriculum provision that helps them protect and safeguard themselves;
- Have equal right to be protected from harm;
- Are offered support which matches their individual needs, including those who may have experienced abuse;
- Are provided with all they need to ensure they flourish emotionally, socially and educationally (as a happy, healthy, sociable child or young person will achieve better overall);
- Will be protected by members of the Trust as they will always strive to prevent abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and inappropriate risk taking;
- Will be protected by members of the Trust as all governors, staff and visitors understand they have an important role to play in safeguarding children and young people and protecting them from abuse.

1.3. However, even though the members of the Trust are well placed to reduce the potential of children being at risk from harm, sadly, some children and young people will still experience different forms of abuse in their lives. It is clear to all involved that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Therefore, it is important to understand that abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

1.4. Types of abuse include:

- Physical abuse: A form of abuse which involves causing physical harm to a child or young person, including when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child
- Emotional abuse: The persistent emotional maltreatment of a child or young person which causes severe and adverse effects on the child's emotional development
- Sexual abuse: This abuse involves forcing or enticing a child or young person to take part in sexual activities
- Neglect abuse: This is the persistent failure to meet a child or young person's basic physical and/or psychological needs

For further information about types of abuse, see *Keeping children safe in education – Statutory guidance for schools and colleges* (September 2020), pages 8 and 9.

1.5. Examples of situations which could result in a child or young person being abused are listed below:

- *Bullying, including that which is online and prejudice-based
 - *Sexual violence and sexual harassment between children in educational establishments
 - *Physical abuse, such as hitting and kicking
 - *Upskirting (which is a criminal offence)
 - *Sexting
 - *Initiation and hazing type violence and rituals
- *Note: The situations marked with a * above would all be deemed part of peer to peer abuse.*
- Discriminatory behaviour related to an individual's race, disability or sexual orientation/identity
 - Gender based violence, including violence against women
 - Radicalisation or where there is influence as a result of extremist behaviour
 - Child sexual exploitation and trafficking
 - Child criminal exploitation
 - Involvement in county lines
 - The use of new technologies, where this has an impact on an individual's sexual behaviour; for example, resulting in a child or young person sexting
 - Teenage relationships
 - Gang/youth violence
 - Opportunities that may result in serious violence e.g. participation in violent crime
 - Substance abuse
 - Domestic abuse/violence
 - 'Honour based' violence, including female genital mutilation and forced marriage
 - Fabricated/induced illness
 - Families where there is poor parenting
 - Children missing from education
 - Homelessness
 - Children in the court system
 - Children with family members in prison

For further information about specific forms of abuse and safeguarding issues, see *Keeping children safe in education – Statutory guidance for schools and colleges* (September 2020), Annex A: Further safeguarding information, pages 82-98.

1.6. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action when such circumstances become apparent; such lack of action would, most certainly, result in children and young people being placed further at risk. Clearly, children and young people could potentially be protected and risks minimised if they receive the right help at the right time; this could, in fact, deescalate the potential harm. Trust schools must therefore learn from poor practices, which include:

- Failing to listen to the views of a child;
- Failing to act on and refer the early signs of abuse and neglect;
- Sharing information too slowly and a lack of challenge to those who appear not to be taking action;
- Failing to re-assess concerns when situations do not improve;
- Poor record keeping.

PART 2: CHILTERN LEARNING TRUST SAFEGUARDING AIMS

2.1. Thinking carefully about all the safeguarding information available and in order to safeguard the children in the Chiltern Learning Trust, the Trust aims to:

- **Ensure that every member of the Chiltern Learning Trust understands that safeguarding is everybody's responsibility and every effort should be made to safeguard children whether they are at school or learning remotely;**
- Offer a child-centred and coordinated approach to safeguarding;
- Listen carefully to **all** children and young people;
- Act in the interests of the child or young person where matters pertain to safeguarding;
- Protect **all** children and young people from maltreatment;

- Prevent the impairment of children and young people’s mental or physical health or development;
- Ensure that children and young people grow up in circumstances consistent with the provision of safe and effective care;
- Take prompt action to protect a child or young person where the child or young person is suffering from, or is likely to suffer from, significant harm;
- Take actions to enable **all** children and young people to reach their full potential and have the best outcomes;
- Develop staff awareness of the risks and vulnerabilities that children and young people face;
- Reduce the potential risks children and young people face of being exposed to violence, extremism, exploitation or victimization;
- Alert staff to the signs and indicators that suggest all might not be well with a child or young person;
- Address all safeguarding concerns at the earliest possible stage in the least intrusive way;
- Ensure that all staff identify pupils who would benefit from ‘early help’ and offer additional support to a child or young person if it is felt this is needed to promote their welfare, even if s/he is not suffering harm and is not at immediate risk;
- Identify and protect the most vulnerable by identifying individual needs and designing plans to meet those needs;
- Make clear to all the role of the Designated and Deputy Designated Safeguarding Leads;
- Make and keep accurate records of all matters pertaining to safeguarding;
- Work in partnership with children, young people, parents/carers and agencies;
- Ensure that safeguarding-related policies and practices are of a high standard and that they are implemented consistently in order that they protect children and young people effectively;
- Carry out, to a high standard, safeguarding duties and promote the welfare of children and young people in line with guidance from the Department for Education.

PART 3: ROLES AND RESPONSIBILITIES

3.1. The Department for Education has provided key documents which offer clear and detailed information about the role and responsibilities of multi-academy trusts, schools, trustees, governors and school staff with regards to the safeguarding of children and young people; some of the documents are as follows:

- *Keeping children safe in education – Statutory guidance for schools and colleges* (September 2020) (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>)

Note: all staff working directly with children must have read part 1 and Appendix A ‘Further safeguarding information’ of *Keeping children safe in education – Statutory guidance for schools and colleges* (September 2020). Each school within the Chiltern Learning Trust will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of the guidance.

- *What to do if you’re worried a child is being abused – Advice for practitioners* (March 2015) (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
- *Working together to safeguard children – A guide to inter-agency working to safeguard and promote the welfare of children* (July 2018) (<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>)

Additionally, in light of the impact of Coronavirus on schools and their safeguarding arrangements, the Government has produced additional Coronavirus-related guidance which can be located on the Department for Education website.

3.2. The Role of Trustees

The Trustees will:

- Take the overall responsibility for the leadership of safeguarding arrangements across the Trust schools;
- Ensure that all schools within the Chiltern Learning Trust comply with child protection related legislation;
- Ensure that overarching policies relating to child protection and safeguarding are provided to all Trust schools but that all schools tailor these policies to reflect local circumstances;
- Ensure that the required safeguarding practices are consistent across the Trust, including those relating to child protection, anti-radicalisation, safer recruitment, staff conduct and e-safety;

- Have regard for the Department for Education’s latest guidance (statutory and non-statutory) for schools and colleges, ensuring that Trust wide policies, procedures and training are effective and compliant in light of these;
- Ensure that Disclosure and Barring Service checks are carried out on all members of the Academy Trust, individual Charity Trustees and the Board of Charity Trustees.

3.3. The Role of Governors on Local Governing Boards

The Governors will:

- Ensure that the children and young people in their schools are able to express their wishes and feelings and provide feedback;
- Ensure that their Academy complies with child protection related legislation;
- Ensure that the overarching policies relating to child protection and safeguarding, that are provided by the Trust, are tailored to reflect the school’s local circumstances;
- Ensure that the required safeguarding policies and practices are in place and are consistent in the school, including those relating to child protection (such as those detailed within this policy), anti-radicalisation, staff conduct and e-safety; these will be reviewed by the Board at least annually;
- Ensure that ‘safer recruitment’ policies and procedures are implemented in order to prevent those who pose a risk to children and young people being able to work with them;
- Have regard for the Department for Education’s latest guidance (statutory and non-statutory) for schools and colleges to ensure that the Academy’s policies, procedures and training are effective and compliant in light of these;
- Ensure that the Academy contributes to interagency working in line with guidance from the Department for Education;
- Ensure that the Academy provides help and support to children, young people and families where needed;
- Ensure that the role and responsibilities related to the role of the Designated and Deputy Designated Safeguarding Leads are detailed in the relevant job descriptions and that these staff are also members of the Senior Leadership Team;
- Ensure that the members of staff with safeguarding roles are qualified teachers and that they have the skills, knowledge and expertise to carry out their responsibilities to a high standard;
- Ensure that the relevant members of staff have the required time, funding, training, resources and support to carry out the roles of the Designated and Deputy Designated Safeguarding Lead to a high standard, especially with regards to providing advice and support to other staff on child welfare and child protection matters, taking 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 and young people;
- Ensure that all staff regularly attend appropriate training relevant to their safeguarding roles and responsibilities;
- Work to remedy any school deficiencies and weaknesses related to safeguarding and child protection without delay.

3.4. The Role of the Designated Governor for Child Protection

The Designated Governor for Child Protection will:

- Offer strategic (rather than operational) support to the Designated and Deputy Designated Safeguarding Leads;
- Monitor the provision at the Academy related to child protection by meeting with the Designated and/or the Deputy Designated Safeguarding Leads during the school year, feeding back any findings to the Governing Body where this is deemed appropriate;
- Ensure that the role and responsibilities of the Governing Body, in relation to child protection, are fulfilled
- Ensure that their school’s Governors are checked by the Disclosure and Barring Service (DBS) where these Governors participate in regulated activity with children and/or young people;
- Periodically check the Academy’s website and its Single Central Record to ensure compliance in relation to safeguarding requirements.

3.5. The Role of the Designated Safeguarding Lead

Designated Safeguarding Lead at Ardley Hill Academy – Monique Berry (Assistant Headteacher)

Deputy Designated Safeguarding Lead at Ardley Hill Academy – Sharon Marr (Welfare Officer)

Claire Greaves (Pre-School)

Safeguarding Governor – Elaine Clinton

3.5.1. Leadership and Management

The Designated or the Deputy Designated Safeguarding Leads will:

- Take the lead responsibility and management oversight for safeguarding and child protection in their school as they are most likely to have a complete picture of safeguarding;
- Work to build a culture of openness and transparency within the school where all staff are able to demonstrate an understanding of their role and responsibility to safeguard and promote the welfare of children and young people;
- Ensure that the appropriate filters and monitoring systems are in place in order to safeguard children and young people from potential harmful and inappropriate material online (for further information about online safety, including when children are working remotely, see *Keeping children safe in education – Statutory guidance for schools and colleges* (September 2020) Annex C, pages 102-104;
- Attend refresher training relevant to the role, including Prevent Awareness Training, every two years as well as attending further training that means they have the knowledge and skills required to carry out their role and responsibilities confidently and competently.
- Ensure that, if they resign from their post or if they no longer have responsibility for safeguarding and child protection, they complete a full face to face handover/exchange of information with the new post holder (*note: in exceptional circumstances, when a face to face handover is unfeasible, the Principal/Headteacher/Head of School will ensure that the new post holder is fully conversant with all procedures and case files*);

3.5.2. Meeting the Needs of Children

The Designated and/or the Deputy Designated Safeguarding Leads will:

- Offer a child-centred and coordinated approach to safeguarding;
- Consider how to support children who have experienced abuse in order that their mental and physical health is not impacted
- Listen carefully to the views of children and young people;
- Act at all times in the best interests of the child or young person with regards to matters pertaining to safeguarding (remembering that this applies even if the child or young person is working remotely);
- Focus on securing improved outcomes for children and young people and consider what difference support or interventions for children and young people who have experienced safeguarding related circumstances will make or have made on children/young people's lived experiences, whether they are in school or learning remotely;
- Take responsibility for promoting the educational achievement of children and young people who have a Social Worker (see *Keeping children safe in education – Statutory guidance for schools and colleges* (September 2020) Annex C for details), have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales;
- Ensure that the provision offered to children and young people at the school helps them to learn about keeping themselves safe, including with regards to online safety.

3.5.3. Working with Stakeholders

The Designated and/or the Deputy Designated Safeguarding Leads will:

- Keep the Principal/Headteacher/Head of School abreast of cases (where appropriate);
- Have conversations, build relationships and maintain professional curiosity;
- Share expertise related to child protection with staff and provide support and advice in relation to safeguarding concerns in order that staff members can carry out their safeguarding duties effectively;
- **Always be available** to the staff in order that they can share their concerns as they arise (*note: if in exceptional circumstances, the Designated Safeguarding Lead (and Deputies) is not available, this should not delay appropriate action being taken - staff should speak to a member of the Senior Leadership Team and/or take advice from Children's Social Care; in these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or Deputies) as soon as is practically possible*);
- Organise and, at times, deliver to staff training about child protection;
- Offer appropriate challenge to colleagues from other organisations and services if a child or young person's situation does not improve;
- Not disclose to a parent or carer any information held on a child or young person if this would put the child or young person at risk of significant harm - in such circumstances advice will be sought from Children's Social Care to ensure such errors are not made;
- Work with the administrative team to ensure the school holds more than one contact number for each child or young person;
- Liaise with and, where appropriate, work closely with Children's Social Care, the Police, Health Services and other services to promote the welfare of children and/or young people and protect them

from harm, providing information and reports as required – for example, to support Social Workers to carry out a statutory assessment;

- Where ‘early help’ is deemed appropriate, generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate, whilst keeping any such cases under constant review and referring to Children’s Social Care for assessment for statutory services if the child/young person’s situation does not appear to be improving or is getting worse;
- Liaise with the Local Authority and the Local Safeguarding Children Board and work with other agencies in line with information detailed in documents provided by the Department for Education;

Note:

From September 2019, the arrangements for safeguarding children in England changed and key safeguarding partners (the Local Authority, the Police and the Clinical Commissioning Group) now closely collaborate in order to safeguard children, working a set of Multi-Agency Safeguarding Arrangements (MASA). These ensure the emphasis of the safeguarding partners is on outcomes for children and young people, so that they keep children safe, well and achieving their aspirations. This way of working offers the key partners more time for reflective discussion, scrutiny of work with children and families and sharing learning to aid improvement.

Local partnerships will be known as:

- *Bedford Borough Safeguarding Children Board (BBSCB)*
- *Central Bedfordshire Safeguarding Children Board (CBSCB)*
- *Luton Safeguarding Children Board (LSCB)*

The Safeguarding Children Boards in Central Bedfordshire, Luton and Bedford will be working closely together to ensure that multi-agency working is joined up and efficient.

- Meet regularly (at least termly) with the Designated Governor for Child Protection and share information about child protection and safeguarding (excluding any confidential details about specific children/young people and their families).

3.5.4. Making Referrals

The Designated and/or the Deputy Designated Safeguarding Leads will:

- Decide whether, as a result of a concern raised by a member of staff, to make a referral to the most appropriate body, such as the Channel Programme (if there is a concern with regards to a child or young person being radicalised), the Early Help Team or Children’s Social Care (*note: it is important to remember that any staff member can refer their concerns to Children’s Social Care or the Channel Programme directly should they so wish and that they will be supported by the Designated Safeguarding Lead*);
- Where appropriate, make prompt referrals to Social Care, the Local Authority’s Designated Officer, the Disclosure and Barring Service and/or the Police, in order to safeguard children and young people and protect them from harm (*note: 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 promote the welfare and protect the safety of children – for further information about The Data Protection Act 2018 and GDPR in relation to safeguarding (including a Data Protection Toolkit for School) see pages 22 and 23 of the Keeping children safe in education – Statutory guidance for schools and colleges (September 2020)*);
- With the help of the Special Educational Needs and Disabilities Coordinator, if appropriate, complete an Early Help Assessment (EHA) and/or organise a ‘Team around the Child’ meeting if a child/young person and their family would benefit from co-ordinated support from more than one agency (for example education, health, housing and the local constabulary) - identify in the assessment what help the child/young person and their family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment;
- Take the appropriate action if a member of staff informs him/her that a child or young person is potentially missing from school, as this is a possible indicator of abuse or neglect.

3.5.5. Policy and Practices

The Designated and/or the Deputy Designated Safeguarding Lead will:

- Ensure that all school policies, procedures and actions related to safeguarding comply with the law and guidance (statutory and non-statutory) from the Department for Education;

- Regularly review (at least annually) and update policies related to safeguarding, placing them on the website so that they are available publicly and so that parents and carers are aware of their content;
- Ensure that the Academy's Safeguarding (including Child Protection) Policy and the relevant documentation from the Department for Education has been read, understood and is implemented effectively by all staff;
- Ensure that 'safer recruitment' policies and procedures, including the required checks that work to ensure that those coming to work at the Academy pose no risk to children and young people, are implemented in order to stop those who pose a risk to children and young people being able to work with them;
- Spend public money wisely in relation to the safeguarding of children and young people, targeting resources appropriately.

3.5.6. *Recording and Reporting*

The Designated and/or the Deputy Designated Safeguarding Leads will:

- Ensure that safeguarding and child protection information is dealt with in a confidential manner - staff will be informed of relevant details only when the Designated or Deputy Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family (written records will be made of what information has been shared with whom and when);
- Keep detailed records about children/young people where appropriate and ensure that confidential files about children and young people are kept securely and that they are up-to-date;
- Ensure that safeguarding and child protection records are stored securely in a central place, separate from other academic records;
- Ensure that access to safeguarding and child protection records by staff, other than by the Designated and Deputy Designated Safeguarding Leads, is restricted;
- Ensure that general communication with parents and carers is in line with the relevant policies and give due regard to which adults have parental responsibility;
- Ensure that parents and carers are aware, where appropriate, of information held on their child(ren) and that they are kept up to date regarding any concerns or developments by the appropriate members of staff;
- Ensure that, when a child or young person moves from the school, child protection records are forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records; records (sent separately to a child or young person's main pupil file), detailing confirmation of receipt and showing where the documentation has gone, to whom they have been passed and the date they were transferred, will be kept (*note: if sending confidential records by post, these will be sent by 'Special/Recorded Delivery'; details of the child's name, date of birth, where and to whom the records have been sent and the date the records were received will be kept*);
- Ensure that, if a child or young person is permanently excluded and moves to a Pupil Referral Unit, child protection records are forwarded on to the relevant organisation;
- Ensure that safeguarding and child protection records are archived according to current legislation and guidance;
- With the help of other staff with related roles and responsibilities, ensure the Academy's Single Central Record is accurate and up-to-date;
- Report appropriate information about child protection and safeguarding to the Local Governing Body at least termly.

3.6. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained Deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the Designated Safeguarding Lead. This responsibility should not be delegated.

3.7. The Role of School Staff

Everyone who comes into contact with children, young people and their families has a role to play in safeguarding. The staff team in each of the Trust schools takes this role very seriously as they understand that they are in a position to identify concerns early and provide help for children and young people, to prevent concerns from escalating. They must also understand that safeguarding and promoting the welfare of children is **everyone's** responsibility.

3.7.1. Principals/Headteachers/Heads of School will:

- Ensure that Trust wide policies and procedures pertaining to safeguarding and child protection are adopted and consistently implemented;

- Be ultimately responsible for coordinating all child protection activity within their schools;
- Speak out where safeguarding issues arise;
- Address safeguarding issues internally, engaging in a multi-agency response when required (in accordance with interagency procedures).

3.7.2. All members of staff will:

- Contribute to and help to shape safeguarding arrangements and child protection policies;
- Provide a safe environment in which children and young people can learn;
- Listen carefully to the views of children and young people;
- Ensure that their approach is child-centred;
- Act at all times in the best interests of the child or young person, whether they are in school or learning remotely, with regards to matters that pertain to safeguarding;
- Not promise confidentiality to a child or young person if they are potentially going to make a disclosure;
- Read and adhere to consistently all of the school policies and procedures related to safeguarding;
- Maintain an attitude of 'it could happen here' where safeguarding is concerned;
- Ensure that they are aware of the signs of abuse so that they are able to identify cases of children and young people who may be in need of help or protection;
- Ensure that they know what to do if they are concerned about a child or young person's welfare in any way;
- Ensure that they understand the role of the Designated Safeguarding Lead;
- Identify children and young people who may be in need of extra help and/or support (including in relation to their mental health or those children who have a Social Worker) and report this to the Designated Safeguarding Lead; also, offer help and/or support to the child or young person as deemed appropriate and as agreed with the Designated Safeguarding Lead;
- Be involved in the development, implementation and review of any safeguarding related assessments and plans, such as those required when seeking help and support through the Early Help, Child in Need and Child Protection channels;
- Identify children who are suffering, or are likely to suffer, significant harm; then take appropriate action i.e. refer the information to the Designated Safeguarding Lead **IMMEDIATELY** (in the absence of the Designated Safeguarding Lead, information will be shared with the Deputy Designated Safeguarding Lead), recording all of the concerns raised on the relevant reporting form or reporting system;
- Raise any safeguarding and/or welfare concerns immediately with the Designated Safeguarding Lead in order that s/he can take appropriate action; this includes situations of abuse which may involve staff members (*note: in exceptional circumstances, where a member of staff feels they have an urgent or genuine concern and that appropriate action has not been taken by the Designated and/or Deputy Designated Safeguarding Leads, staff members can speak directly to Children's Social Care*);
- Work with other services and organisations, as needed, in order to help, support and safeguard children and young people;
- Seek advice from the Academy's Designated Safeguarding Lead, the Local Safeguarding Children's Board (LSCB) or Social Care if this would benefit or protect a child or young person;
- Be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989, especially section 17 (Children in Need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments;
- Take the appropriate action (i.e. inform the Designated Safeguarding Lead) if it is thought that a child is 'missing' from school, as this is a potential indicator of abuse or neglect;
- Ensure that, as more children and young people work online, that all necessary steps are taken to safeguard them from potentially harmful and inappropriate online material (for further details see *Keeping children safe in education – Statutory guidance for schools and colleges* (September 2020) Annex C: Online safety).

PART 4: STAFF TRAINING AND SUPPORT

4.1. Staff Training

Training plans will be put into place across the Trust to ensure that all staff have the appropriate training, skills and knowledge to undertake their safeguarding responsibilities safely and effectively. All staff will receive single agency level one training annually as a minimum, with key staff who have designated responsibilities for safeguarding, undertaking higher level training delivered by recognised organisations at regular intervals. In addition, the Trust's Designated Safeguarding Leads will attend further courses in order to keep up to date with

local and national initiatives; they (or a suitable nominated person) will also be trained to lead Prevent awareness training locally with staff.

4.2. Staff Induction

All new staff members will receive training in relation to safeguarding policies and procedures during their initial induction, when their employment first begins. During their first induction meeting, each member of staff will receive, as a minimum:

- A copy of their school's Behaviour Policy
- Part 1 of the *Keeping children safe in education – Statutory guidance for schools and colleges* (September 2020)
- A copy of the Trust's Safeguarding Policy, detailing information about the Designated Safeguarding Lead and about the safeguarding response to children who go missing from education
- Information about the expected conduct of staff

4.2.1. Additionally, all visitors and volunteers to the Trust schools will be provided with information about child protection and safeguarding.

4.3. Staff Support

All members of the Chiltern Learning Trust recognise the stressful and traumatic nature of safeguarding and child protection work. As such, support for staff is offered as required; staff are given an opportunity to talk through their concerns and anxieties with the Designated Safeguarding Lead and to seek further support as and when it is needed.

PART 5: SAFER RECRUITMENT

5.1 The staff and governors who are part of the Chiltern Learning Trust work tirelessly in order to create a culture of safe recruitment by adopting recruitment procedures aimed to deter, reject or identify people who might abuse children; thus stopping such individuals securing employment and keeping children safe.

5.2. When recruiting, all Trust schools ensure that their advertising materials include reference to the school's commitment to safeguarding and promoting the wellbeing of children.

5.3. It is fully understood that the staff and governors at the Academy must act reasonably in making decisions about the suitability of prospective employees, supply staff, salaried trainee teachers, contractors or volunteers based on a range of checks (including pre-employment) and evidence, which may include:

- References for all short listed candidates (including further checks if an individual has worked outside of the United Kingdom)
- Information from interview
- Identity checks
- Verification of professional qualifications, as detailed in the individual's application form
- Checks related to a person who has lived or worked outside of the United Kingdom
- Verification that an individual has the right to work in the United Kingdom
- Criminal record checks by the Disclosure and Barring Service
- Barred list checks
- Prohibition checks (for teachers)
- Verification of an employee's mental and physical fitness with regards to their new position
- A check to ensure that anybody taking up a management position in a school is not subject to a section 128 direction made by the Secretary of State

Note: All of the information gathered will be recorded in each Academy's Single Central Record (SCR); the SCR details information about staff, as well as governors, contractors and other volunteers.

5.4. Identified members of staff and the Safeguarding Link Governor complete safer recruitment training either online or face to face, as well as attending external training courses; one person who is safer recruitment trained must sit on the panel of their school when interviews are taking place.

5.5. For further details about 'safer recruitment' see the Department for Education's *Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges* (September 2020), pages 33-55.

5.6. Disclosure and Barring Service (DBS)

- 5.6.1. As part of the Trust's 'safer recruitment' procedures, all staff and volunteers deemed to be taking part in 'regulated activity' with children or young people are required to have an enhanced DBS check with barred list information (*note: all governors, excluding Associate Members, must be DBS checked, with an additional Barred List Check if they engage in 'regulated activity'; a section 128 check for school governors must also be carried out because a person subject to one is disqualified from being a governor and visitors to the school, who are working with children or young people and who are not DBS checked, will be supervised at all times by somebody who does partake in 'regulated activity' - this is detailed in the Academy's related risk assessments*). The DBS check will be completed before a member of staff or volunteer has started their work at the school (*note: some individuals may subscribe to the DBS; if this is the case, the Academy will undertake an online update check through the DBS Update Service rather than completing a full application*). Work will begin once school staff are satisfied that the individual is safe to work with children and young people, having seen the DBS certificate (a copy of the certificate will **NOT** be kept).
- 5.6.2. In the rare circumstance that a member of staff or volunteer is needed to start their work prior to receiving DBS clearance, an appropriate member of the Senior Leadership Team will write a risk assessment and share this with staff in order that the individual is appropriately supervised during their time with the children and young people; a barred list check will also be carried out.
- 5.6.3. With regards to checks for agency staff or third parties, the school obtains written notification from the agency or governing organisation with regards to the DBS check details; this must include a barred list check. School staff will check, once the DBS information has been received, that the appointed individual is in fact the same person on whom the checks have been carried out.
- 5.6.4. The staff and governors fully understand that they have a legal duty to promptly refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is a reason to believe the member of staff has committed one of a number of listed offences and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed if they had not left. The DBS will then consider whether to bar the person.
- 5.6.5. For teachers and staff recruited to management roles, an additional check (obtained through the Secure Access Portal via the Teacher Services' web page) is required to ensure that they are suitable to work with children and young people. If the Academy appoints a teacher, s/he will be given a conditional offer until a check of prohibition has been completed. The prohibition check is carried out through the Teacher Services System.
- 5.6.6. The Trust will **NOT** allow an individual who is prohibited from teaching to be appointed as a member of staff under any circumstances.

PART 6: ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF, INCLUDING SUPPLY TEACHERS AND VOLUNTEERS

- 6.1. All members of the Chiltern Learning Trust are very clear that there may be a time when a member of staff (including supply staff) or volunteer has an allegation made against them which suggests they pose a risk of harm to a child/young person or children/young people; this means that they may have done one or more of the following:
- Behaved in a way that has harmed a child or children, or may have harmed a child or children;
 - Possibly committed a criminal offence against or related to a child;
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm if they worked regularly or closely with children;
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children (this includes when there is an event outside of the workplace that suggests there may be a transferable risk)
- 6.2. Allegations made against Staff (including Supply Staff) and Volunteers**
- 6.2.1. All staff working within the Chiltern Learning Trust must report any potential safeguarding concerns about an individual's behaviour towards a child or young person immediately; where this is the case, staff must report the concern directly to the Principal/Headteacher. If s/he is not available, the member of staff should report their concerns to the most senior member of staff available who will make contact with the Local Authority Designated Officer (LADO) and discuss the concerns.

- 6.2.2. In the event of one of these cases the Principal/Headteacher, supported by the Chair of Governors, will be responsible for managing the situation sensitively, promptly and using common sense.
- 6.2.3. In the event that an allegation of abuse is made against a member of staff (including supply staff) or volunteer, the Principal/Headteacher, supported by the Chair of Governors, will contact the LADO on **0300 300 5026/0300 300 8142** to report this; contact with the LADO should happen at the earliest possible opportunity within one working day. The Principal/Headteacher, supported by the Chair of Governors, will work with the LADO to take appropriate action, drawing on the advice and guidance laid out in the Department for Education's *Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges* (September 2020), Part four: Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers page 56-69.
- 6.2.4. In the case of a member of staff, if the allegation against the member of staff results in him/her being dismissed, or if s/he resigns as a result of the allegation but would have been dismissed otherwise, the Principal/Headteacher will work with the LADO in order to report this to the Disclosure and Barring Service (DBS) and, in the case of the teaching staff, a referral to the Teaching Regulation Agency (TRA) may also be made if deemed appropriate. ***This is a legal duty and failure to refer when the criteria are met is a criminal offence.***

6.3. Allegations against the Executive Headteacher/Principal/Headteacher

- 6.3.1. In the event that an allegation of abuse is made to the Chair of Governors against the Principal/Headteacher, the Chair of Governors will contact the Local Authority Designated Officer (LADO) on **0300 300 5026/0300 300 8142** to report this. The Chair of Governors will work with the LADO to take appropriate action, drawing on the advice and guidance laid out in the Department for Education's guidance documents.
- 6.3.2. If the allegation against the Principal/Headteacher results in him/her being dismissed, or if s/he resigned as a result of the allegation but would have been dismissed otherwise, the Chair of Governors will work with the LADO in order to report this to the Disclosure and Barring Service (DBS) and the Teaching Regulation Agency (TRA) if deemed appropriate. ***This is a legal duty and failure to refer when the criteria are met is a criminal offence.***

6.4. Concerns over Academy Practices

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the Academy's safeguarding regime. Appropriate whistleblowing procedures, which are reflected in staff training and related policies, are in place so that such concerns can be raised with the Principal/Headteacher. Where a staff member feels unable to raise the issue with the Principal/Headteacher, or feels that their genuine concerns are not being addressed, other whistleblowing channels are available to all staff; see the Trust's Whistleblowing Policy for details or find information at <https://www.gov.uk/whistleblowing>. Furthermore, advice and guidance can be sought from the NSPCC whistleblowing helpline, which is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 800 5000; the line is available Monday to Friday (10am-6pm) and weekends (12pm-4pm), or staff can email help@nspcc.org.uk

PART 7: SUPPORT FOR CHILDREN AND YOUNG PEOPLE

7.1. The Chiltern Learning Trust's Preventative Strategy

- 7.1.1. *A safer school culture:* The culture in the Trust schools is one that is safe for children and young people and unsafe for adults that may pose a risk to children and young people; it is agreed that all children and young people must be treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice and feel that they are listened to.
- 7.1.2. There is also a belief that safeguarding is the responsibility of all adults working or volunteering within the organisation and that all concerns will be reported appropriately, in accordance with the relevant procedures. Essential to this is professional curiosity, openness and transparency, where the focus remains on the children and young people on roll at the establishment. Additionally, in all of the Trust schools, there is a zero-tolerance approach to bullying which, again, ensures that children and young people feel safe; it is agreed that peer on peer abuse can take many different forms but will not be tolerated or passed off as 'banter' or 'part of growing up'.

- 7.1.3. *The curriculum:* The children and young people in the Trust schools enjoy a rich curriculum that is broad and balanced and helps them develop skills, concepts, attitudes and knowledge that promote their safety and well-being, together with preparing children for life in modern Britain and embedding fundamental Universal Values. Additionally, a key part of the curriculum provision focusses on teaching all of the children and young people about safeguarding themselves, including with regards to:
- Relationships Education in primary schools and Relationships and Sex Education in secondary schools
 - Online safety – see:
 - Teaching online safety in school - Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects (June 2019)
 - Department for Education's *Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges* (September 2020) Annex C: Online safety, pages 102-104
 - Anti-bullying
 - Emotional literacy
 - Self-confidence
 - Assertiveness
 - Power

7.2. Procedure for Reporting Concerns

- 7.2.1. Whilst the aim is always to prevent children and young people being subject to safeguarding risks, therefore avoiding the need for protection, it is clear that, sadly, some children and young people do in fact end up in such circumstances.
- 7.2.2. If, at any point, there is a risk of harm to a child, all related information must be reported immediately to the Designated Safeguarding Lead in order that a referral can be made to the relevant authorities, such as Children's Social Care, straight away. However, it is clear to all staff that anybody can, in fact, make such a referral should they feel that appropriate action has **not** been taken or if the child/young person's situation does not appear to be improving; the member of staff can also press the Designated Safeguarding Lead to reconsider their actions (*note: concerns should always lead to help for the child or young person at some point*).
- 7.2.3. As a result, all staff should be aware of the relevant thresholds related to safeguarding which will help them to understand what support and intervention is available to help children and young people where there are safeguarding concerns, enabling the appropriate action to be taken at the earliest possible opportunity and in the least intrusive way.
- 7.2.4. *Note: all staff must personally report to the police a disclosure that female genital mutilation has been carried out; the Designated Safeguarding Lead will work with the member of staff in such a case.*

7.3. Dealing With a Disclosure of Abuse

If a child or young person makes a disclosure to a member of staff, the member of staff must:

- Stay calm;
- Avoid communicating shock, anger or embarrassment;
- Reassure the child or young person - telling him/her that they are pleased that s/he has shared their worries/concerns;
- Never enter into a pact of secrecy with the child or young person – instead, assure him/her that they will try to help but let the child/young person know that they will have to tell other people in order for this to happen, stating who this will be and why;
- Tell him/her that they believe them (*note: children and young people very rarely lie about abuse but s/he may have tried to tell others and not been heard or believed*);
- Tell the child/young person that it is not his/her fault;
- Encourage the child or young person to talk but not ask 'leading' questions or press for information;
- Listen and remember;
- Check that they have understood correctly what the child/young person is trying to tell them;
- Praise the child or young person for telling them and communicate that the child/young person has the right to be safe and protected without telling the child/young person that what s/he experienced is dirty, naughty or bad;
- Not make inappropriate comments about the alleged offender;
- Be aware that the child/young person may retract what s/he has told them - it is essential for the member of staff to record all they have heard;

- At the end of the conversation, tell the child/young person again who they are going to speak to about the information the child/young person has shared and why that person or those people need to know;
- As soon as they can afterwards, make a detailed record of the conversation, using the child/young person's own language, including any questions they may have asked (*the member of staff must not add any opinions or interpretations*).

Note: It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and make time to talk.

7.4. The Chiltern Learning Trust Reporting Procedure

Stage	Who	Action	Detail
1.	Person with a concern	Complete a recording form	Any member of staff, volunteer or visitor who identifies or receives a concern about the safety or welfare of a child or young person should complete the relevant recording form (unless the concern is of an urgent nature, in which case appropriate action should be taken immediately and the form completed afterwards).
2.	Person with a concern	Take the form to the Designated or Deputy Designated Safeguarding Lead	On completion of the form, the person should share it with the setting's Designated Safeguarding Lead. If this person is unavailable the form should be shared with whoever acts in his or her absence (<i>important: the form is designed to facilitate a discussion about the concern or incident - the form must not be left for the Designated Safeguarding Lead to access at a later date as this may cause a critical delay in dealing with the concern and impact on confidentiality</i>).
3.	Person with a concern and the Designated Safeguarding Lead	Discuss concern with the Designated or Deputy Designated Safeguarding Lead and agree actions	The person who has completed the record sheet should discuss the concern with the Designated or the Deputy Designated Safeguarding Lead. They should agree together what action should be taken and by whom. These proposed actions should be recorded appropriately and then completed.
4.	Designated or Deputy Designated Safeguarding Lead	Add a summary to the child's chronology (where appropriate)	A summary of the concern and the actions agreed should be added to the child/young person's chronology sheet (where appropriate) and the relating evidence filed accordingly.
5.	Designated or Deputy Designated Safeguarding Lead	Review the actions	The Designated Safeguarding Lead must review the case to ensure that all agreed actions have been completed and determine whether further action is required. All steps must be recorded appropriately, including on the child/young person's chronology sheet (where appropriate).

7.5. Safeguarding Children and Young People in Specific Circumstances

7.5.1. General:

All of the Trust schools will offer appropriate support to individual children and young people who have experienced abuse or who have abused others.

All of the Trust schools will ensure that they work in partnership with parents/carers and a range of other agencies as appropriate.

7.5.2. Children and young people exposed to extremism:

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from being affected by extremism. There have been several occasions, both locally and nationally, in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views, including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Chiltern Learning Trust values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning society's values. Therefore, both children and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable, or that leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this are the fundamental Universal Values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all women and men to live free from persecution of any kind; it would be expected that views and opinions expressed by any person or persons within the school setting would be commensurate with these.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. All members of the Chiltern Learning Trust are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

As a result, all schools in the Trust have in place a risk assessment, policies (specific and linked), staff training opportunities and curriculum planning that ultimately protect children and young people from being radicalised (*see alternative documents for details*). These measures are in place to reduce the risk of children and young people being radicalised. However, it is clear that these actions will not eliminate the risk of radicalisation completely and, therefore, any member of staff who has concerns that a child may be at risk of radicalisation or involvement in terrorism, should speak with the Designated Safeguarding Lead. If a child or young person is thought to be at risk of radicalisation, a referral to the Channel programme will be made.

Staff and a number of governors in the Trust have attended a 'Workshop to Raise Awareness of Prevent' (WRAP) in order to raise awareness of Prevent so that all parties understand their role in ensuring children and young people's vulnerabilities are recognised and appropriate support or intervention secured. This training for school staff is provided on an annual basis.

7.5.3. *Exploitation, forced marriage, female genital mutilation and trafficking:*

The values, ethos, curriculum and policies of our Trust schools provide the basic platform to ensure children and young people are given the support they need to respect themselves and others, stand up for themselves and protect each other. However, it is clear that this does not always keep them safe from:

- Being exploited
- Being forced into marriage ('honour-based' violence)
- Suffering as a result of female genital mutilation ('honour-based' violence)
- Being trafficked

In relation to these specific areas of concern, the Trust schools keep abreast of all the latest advice and guidance available and staff are trained accordingly in order that:

- They feel comfortable and confident in working and engaging with families and communities about such sensitive issues
- When it is thought that a child or young person may be at risk from such abusive situations, staff can work to protect them
- Appropriate referrals can be made to safeguard a child or young person who it is believed is at risk of significant harm from one or more of the circumstances detailed above

7.5.4. *Peer on peer abuse:*

It is clear to all members of the Chiltern Learning Trust that children/young people can abuse other children/young people. This is generally referred to as peer on peer abuse and can take many forms, such as bullying (including cyberbullying), sexual violence, sexual harassment, upskirting (which is a criminal offence), physical abuse (such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm), sexting and initiating violence and rituals.

All cases of peer on peer abuse must be taken very seriously, including sexual violence and sexual harassment; both of which can occur between two children of any age and gender. Please note the gendered nature of peer on peer abuse (i.e. girls are more likely to be victims and boys perpetrators) but

all peer on peer abuse is taken seriously and unacceptable. It can also occur through a group of children sexually assaulting or sexually harassing a single child/young person or group of children/young people.

Clearly, children and young people who are victims of sexual violence and/or sexual harassment are likely to find the experience stressful and distressing. Therefore, it is important that all victims are taken seriously when they disclose information related to such an incident or incidents and that they are given the appropriate support, as sexual violence and sexual harassment are never acceptable.

In response to such a disclosure being made by a child or young person, school staff will need to follow effective safeguarding practices with regards to listening to the child or young person, making a record and sharing the report with relevant parties; whilst ensuring that the victim knows s/he is being taken very seriously and that they will be supported and kept safe.

As such cases are very complex, difficult decisions will then need to be made on a case-by-case basis by the Designated or Deputy Designated Safeguarding Lead with regards to next steps; working in conjunction with other agencies, including the Police and Social Care, as deemed appropriate. This will result in a risk and needs assessment being written which should consider:

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

After completing the risk assessment (which should be reviewed in light of any future actions and changes to the situation), a number of different actions could be taken, which should consider:

- The wishes of the victim in terms of how they want to proceed;
- The nature of the alleged incident(s);
- The ages of the children/young people involved;
- The developmental stages of the children/young people involved;
- Any power imbalance between the children/young people;
- If the alleged incident is a one-off or a sustained pattern of abuse;
- If there are ongoing risks to the victim, other children/young people, adult students or school staff;
- Other related issues and wider context.

Note: as always, when concerned about the welfare of a child or young person, all staff should act in the best interests of the child/young person - immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children/young people involved/impacted)

Actions that may be taken by the Designated or Deputy Designated Safeguarding Lead may include managing the matter:

- Internally
- Through the 'early help' process
- Through a referral to Children's Social Care
- By reporting it to the Police

School staff must then work with all of the agencies involved to safeguard and support the perpetrator as well as the victim.

For further advice and guidance with regards to sexual violence and sexual harassment between children, school staff can read:

- The relevant sections of *Keeping children safe in education – Statutory guidance for schools and colleges* (September 2020)
- *Sexual violence and sexual harassment between children in schools and colleges - Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads* (May 2018) (<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>)

7.5.5. *Children and young people with additional needs:*

All members of the Chiltern Learning Trust recognise that, while all children and young people have the right to be safe, some children and young people may be more vulnerable to abuse; for example, those with a disability or special educational need, those living with domestic violence or those who have drug or alcohol dependent parents and carers.

7.5.6. *Previously looked after children:*

It is recognised by all members of the Chiltern Learning Trust that a previously looked after child or young person potentially remains vulnerable and that all parties involved with such children/young people must have the skills, knowledge and understanding to keep previously looked after children/young people safe. When dealing with looked after children/young people and previously looked after children/young people, it is fully understood how important it is that all agencies, including schools, work together and take prompt action when necessary to safeguard these children and young people, who are a particularly vulnerable group.

7.5.7. *The exclusion of vulnerable children:*

When the school is considering excluding, either fixed term or permanently, a child or young person where there is an existing child protection file, a vulnerable child and/or a child who is the subject of a Child Protection Plan, a multi-agency risk-assessment meeting must be called prior to making the decision to exclude. In the event of a one-off serious incident, resulting in an immediate decision to exclude, a risk assessment will be completed prior to convening a meeting of the Local Governing Board.

7.5.8. *Alternative provision:*

All members of the Chiltern Learning Trust understand that, if one of the Trust schools places a child or young person with an alternative provision provider, the school concerned should be satisfied that the provider is suitable with regards to meeting the needs of the child or young person and, because the school continues to be responsible for the safeguarding of that pupil, school leaders should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment i.e. those checks that the school would otherwise perform in respect of its own staff.

PART 8: THE INVOLVEMENT OF PARENTS AND CARERS

8.1. In general, the staff in the Trust schools discuss any safeguarding and child protection concerns with parents/carers before approaching other agencies and will seek their consent to making a referral to another agency. However, there may be occasions when the school will contact another agency before informing parents/carers because it is deemed that this contact, if known about by a child or young person's parent or carer, may increase the risk of significant harm to the child/young person.

8.2. Parents/carers will be informed about our Safeguarding (including Child Protection) Policy through the Trust and school websites.

PART 9: MULTI-AGENCY WORKING

9.1. All of the Trust schools work in partnership with other agencies in the best interests of all the children and young people in their care. The schools will, where necessary, liaise with professionals, such as the school nurse, initiate an Early Help Assessment or make referrals to Children's Social Care. Referrals and contacts should be made by the Designated Safeguarding Lead; however, in their absence, it is expected that all staff will make the appropriate referrals to the relevant authorities (depending on the level of need) with the understanding that they will inform the Designated Safeguarding Lead of their actions as soon as possible after the event. Where a child or young person already has a Social Worker, the request for support should go immediately to the Social Worker involved or, in their absence, to their Team Manager or to the Duty Social Worker.

9.2. Additionally, it is understood that staff from all Trust schools will co-operate with any child protection enquiries conducted by Children's Social Care; all of the schools will also ensure representation at appropriate inter-agency meetings, such as Team around the Child Meetings, Initial and Review Child Protection Conferences and Core Group Meetings. School staff will provide reports as required for these meetings and, if nobody is able to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers in good time before the meeting.

9.3. Where a child or young person is subject to an inter-agency Child Protection Plan, Child in Need Plan or Early Help Assessment, school staff will contribute to the preparation, implementation and review of the plan as appropriate.

PART 10: CONFIDENTIALITY

10.1. See the *Confidentiality Policy* for details ([Appendix A](#)).

PART 11: ADDITIONAL SAFEGUARDING INFORMATION, ADVICE AND GUIDANCE

11.1. Within the Chiltern Learning Trust, a number of policies are available to help staff and governors when they are searching for information, advice and guidance on topics such as:

- Personal, Social, Health and Citizenship Education
- Attendance (which includes a focus on children who go missing from education)
- Behaviour
- Anti-bullying
- Anti-radicalisation
- Physical restraint
- Children missing education
- Inclusion
- Health and safety
- E-safety, including social networking
- Safer recruitment
- Code of conduct
- Whistleblowing

11.2. Also, all members of the Chiltern Learning Trust understand that it is imperative to work with other agencies and organisations if children and young people are to be fully protected from harm or risk of harm and so that they can source information, advice and guidance as required.

11.3. There are various expert sources of advice on the signs of abuse and neglect. Each school's Local Safeguarding Children Board (LSCB) is able to advise on useful material, including training options. Another good source of advice is provided on the NSPCC website.

11.4. Knowing what to look for is vital to the early identification of abuse and neglect. School staff can contact Children's Social Care for advice when this is needed.

11.5. Furthermore, school staff can gather information for key documents, such as the Trust's Safeguarding (including Child Protection) Policy and the Department for Education's guidance documents. It is expected that all Trust employees will read these documents carefully and seek advice from the Designated Safeguarding Lead should they not understand any of the contents or if they have any questions.

11.6. School staff can also access guidance on a range of issues by reading *Keeping children safe in education – Statutory guidance for schools and colleges* (September 2020) and/or via the GOV.UK website, including those listed below:

- Adults who supervise children on work experience
- Children staying with host families
- Private fostering
- Children missing education
- Children missing from home or care (including the missing children and adults strategy)
- Homelessness
- Mental health
- Relationship abuse
- Bullying, including cyberbullying
- Peer on peer abuse, including sexual violence, sexual harassment, upskirting, sexting, initiation/hazing type violence and rituals
- Fabricated or induced illness
- Preventing radicalisation
- Hate
- Gangs and youth violence
- So called 'honour-based' violence e.g. forced marriage, female genital mutilation (FGM) Faith abuse

- Domestic violence
- Gender-based violence/violence against women and girls (VAWG)
- Sexting
- Child sexual exploitation (CSE)
- Trafficking
- Drug misuse
- Children with family members in prison
- Children and the court system
- Child criminal exploitation

PART 12: THE CHILD PROTECTION POLICY

- 12.1. All Trust schools will ensure that they make all parents and carers aware of the role and responsibilities of the organisation with regards to safeguarding and promoting children and young people's welfare, and of the existence of the Academy's Safeguarding (including Child Protection) Policy by including related information on the Academy's website (*note: a paper copy of this policy will also be made available to parents/carers and service users upon request*).
- 12.2. Chiltern Learning Trust's Safeguarding Policy is reviewed and updated at least annually, taking account of all current guidance and legislation.

Confidentiality Policy

PART 1: DEFINITION OF CONFIDENTIALITY

- 1.1. The definition of confidentiality is 'something which is spoken or given in confidence; private, entrusted with another's secret affairs'.
- 1.2. When speaking confidentially to someone, the confider has the belief that the confidant will not discuss the content of the conversation with another. The confider is asking for the content of the conversation to be kept secret. Anyone offering absolute confidentiality to someone else would be offering to keep the content of his or her conversation completely secret and discuss it with no one.
- 1.3. In practice there are few situations where absolute confidentiality can be offered by any of the Trust schools. The Trust's staff and governors have tried to strike a balance between ensuring the safety, well-being and protection of the children, young people and staff and promoting an ethos of trust, where children, young people and adults can ask for help when they need it. However, all parties must be aware there will be times when it is vital to share personal information or child protection issues; at these times it is essential the correct procedures are followed.
- 1.4. This means that, in most cases, what is on offer is limited confidentiality. Disclosure of the content of a conversation could be discussed with professional colleagues but the confider would not be identified except in certain circumstances.
- 1.5. The general rule is that staff should make clear that there are limits to confidentiality at the beginning of conversations of this type. These limits relate to ensuring children and young people's safety and well-being. A child or young person will be informed when a confidence has to be broken for this reason and will be encouraged to share the information for them whenever this is possible.

PART 2: BELIEFS

- 2.1. In all Trust schools, when thinking about matters related to confidentiality, it is believed that:
 - The safety, well-being and protection of children and young people are the paramount considerations;
 - Everyone should be able to trust the boundaries of confidentiality operating within the Trust;
 - It is a necessary part of the organisation's ethos that trust is established in order that children, young people, staff and parents/carers are able to seek help;
 - The number of situations when personal information is shared must be limited and related laws adhered to in order that pupils are kept safe;
 - Pupils, parents/carers and staff need to know the boundaries of confidentiality in order to feel safe and comfortable in discussing personal issues and concerns;
 - The approach towards confidentiality must be open and easily understood;
 - All members of the Trust community need to know that no one can offer absolute confidentiality;
 - All members of the Trust community must know the limits of the confidentiality that they can offer;
 - The appropriate sharing of information between school staff is essential, although this only takes place on a 'needs to know' basis;
 - Issues concerning personal information may arise at any time and the Trust's staff and governors must be prepared for such an event.

PART 3: THE LEGAL POSITION FOR SCHOOL STAFF

- 3.1.1. School staff (including voluntary staff) should not promise confidentiality. Children and young people do not have the right to expect that incidents will not be reported to parents/carers and may not assume that any information will be kept private. No member of staff can or should give such a promise.
- 3.1.2. The safety, well-being and protection of the child/young person are the paramount consideration in all decisions staff within the Trust make about confidentiality. However, it is important that all staff feel able to

share their concerns about pupils in a professional and supportive way. All concerns must be shared with the local Designated Safeguarding Lead; s/he will **always** listen to any concern.

PART 4: DISCLOSURES TO MEMBERS OF SCHOOL STAFF

- 4.1. It is essential that all members of staff know the limits of the confidentiality they can offer to both children/young people and parents/carers. Any staff member who is approached by a child/young person or adult should do their best to make this clear in case any information is disclosed; the member of staff should listen carefully and then explain that the information needs to be shared with the Executive Headteacher/Principal/Headteacher or Designated Safeguarding Lead (as deemed appropriate).
- 4.2. At no point should any member of staff guarantee that a secret can be kept. However, the needs of the child/young person are paramount and school staff will not automatically share information about the child/young person with his/her parents/carers unless it is considered to be in the child/young person's best interests.
- 4.3. *Note: When concerns for a child or young person come to the attention of staff (for example, through observation of injuries or as the result of a disclosure), or when a member of staff has a niggling worry, the member of staff must discuss this with the Designated Safeguarding Lead as soon as is practically possible (immediately is best) and a school 'record sheet' should be filled in.*
- 4.4. When dealing with a child/young person or parent/carer, where a disclosure may be made, staff will ensure that:
- The time and place are appropriate (if they are not, every attempt will be made immediately to rectify this)
 - Confidentiality is not guaranteed;
 - An individual is not interrogated or asked leading questions;
 - The individual does not have to repeat distressing matters to several people;
 - The individual is aware when confidential information is going to be shared and the reasons for this.

PART 5: VISITORS AND VOLUNTEERS

5.1. In all Trust schools, it is expected that all volunteers and visitors, except counsellors, will report any disclosures by pupils or parents/carers of a concerning personal nature to the Designated Safeguarding Lead as soon as possible after the disclosure and in an appropriate setting, so others cannot overhear. This is to ensure the safety, protection and well-being of all children/young people and staff. The Designated Safeguarding Lead will decide what, if any, further action needs to be taken both to ensure the child/young person gets the help and support they need and that the volunteer/visitor also gets any support or counselling they may need.

5.2. Parents/Carers

The staff and governors of our Trust schools believe that it is essential to work in partnership with parents/carers and endeavour to keep them updated about their child, including any concerns about their progress or behaviour. However, the staff and governors also need to maintain a balance so that children and young people can share any concerns and ask for help when they need it.

The safety, well-being and protection of pupils are the paramount considerations in all decisions staff at the school make about confidentiality. At times, it may be deemed inappropriate to share information with parents/carers about a disclosure made by a child or young person if it is felt this would put a child/young person or children/young people at risk; such a decision will be made by the Designated Safeguarding Lead as a result of a discussion with Social Care.

PART 6: COMPLEX CASES

6.1. Where there are areas of doubt about the sharing of information, Trust staff will consult with other agencies who can offer appropriate advice and guidance.

PART 7: ONWARD REFERRAL

7.1 The Designated Safeguarding Lead is responsible for referring to outside agencies. In the absence of the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead will make the required referral.

Staff will not make referrals themselves unless it has been agreed by the Designated Safeguarding Lead (although staff can contact Social Care if they feel appropriate action is not being taken by the Designated Safeguarding Lead).