**Safeguarding and Child Protection Policy**

The Avenue Children’s Centre fully recognises its responsibilities for

safeguarding and child protection.

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| **Policy agreed (date):** | **July 2023** |
| **Policy published** (including on website) **(date):** | **September 2023** |
| **Next review (date):** | **July 2023**  |

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| **Key Safeguarding Personnel**  |
| **Role** | **Name** | **Tel.** | **Email** |
| **Childcare Manager** | **Chris Graham** |  **01985-214413** |  **cgm@avenue.wilts.sch.uk**  |
| **Designated Safeguarding Lead (DSL)** | **Chris Graham** | **01985-214413** | **cgm@avenue.wilts.sch.uk**  |
| **Deputy DSL(s) (DDSL)** |  **Hayley Fleming**  | **01985-214413**  | **hfg@avenue.wilts.sch.uk**  |
| **Trust Early Years lead** |  **Debby Huxham** | **01985-21551**  | **Dhuxham@acorneducationtrust.com**  |
| **Chair of Academy Council** | **David Middleton** | **01985-215551** |

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| **dmg@acorneductaiontrust.com**  |

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| **Designated Teacher for Looked After Children** | **Chris Graham** | **01985-214413** | **cgm@avenue.wilts.sch.uk**  |
| **The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2023)The**  |

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| **Children’s Social Care referrals:** Multi-Agency Safeguarding Hub (MASH):Out of hours: | 0300 456 01080300 456 0100 |

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| If you believe a child is **at immediate risk** of significant harm or injury, you **must** call the police on 999. |
| **Introduction**  |

The Avenue Children’s Centre is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

* Working Together to Safeguard Children (2018)
* Keeping Children Safe in Education (2023)
* [The procedures of the](http://www.proceduresonline.com/birmingham/scb/) Safeguarding Vulnerable People Partnership (formerly WSCB)
* Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)

The aim of this policy is to ensure:

* all our children are safe and protected from harm.
* safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
* adults in the setting community are aware of the expected behaviours and the setting’s legal responsibilities in relation to safeguarding and child protection.

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| **Scope**  |

Safeguarding children is defined as:

* ensuring that children grow up with the provision of safe and effective care
* acting to enable all children to have the best life chances
* preventing impairment of children's mental and physical health or development and
* protecting children from maltreatment.

The term ‘safeguarding children’ covers a range of measures including child protection procedures. It

encompasses a whole-setting preventative approach to keeping children safe, including online that incorporates children’s health and safety; behaviour management and preventing child-on-child abuse; supporting children with medical conditions; Personal, Social and Emotional development (PSE) education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the academy council/trustees and should be read alongside the following policies relevant to the safety and welfare of our pupils:

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| * Online safety policy
* Behaviour policy
 | * Staff Code of Conduct
* Whistleblowing policy
* Complaints policy
* SEND policy
* Health and safety policy
 | * Equality Statement
* Administration of medicines
* Early years policy
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**This policy applies to all staff in our setting.** For the purposes of this policy:

* **Director** (also known as Trustee) is a person on the Acorn Education Trust Board. The Directors have overall responsibility for safeguarding within the Trust.
* **Head of Safeguarding within the Trust** oversees safeguarding within each school and is responsible for conducting the annual audit and chairing the Trust DSL network meetings. The Head of Safeguarding reports to the Directors.
* **Staff** refers to all those working for or on behalf of the setting, full-time or part-time, in a paid or regular voluntary capacity.
* **A volunteer** is a person who performs an activity that involves spending time, unpaid in the setting (except for approved expenses).
* **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
* **Child** refers to all children on our nursery roll and any child under the age of 18 who comes into contact with our setting. This includes unborn babies.

**Any safeguarding concerns or disclosures of abuse relating to a child at nursery, outside of nursery and online are within the scope of this policy.**

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| **Expectations** |

All staff are:

* familiar with this safeguarding policy and have an opportunity to contribute to its review.
* alert to signs and indicators of possible abuse and wider safeguarding issues.
* aware of the importance of professional curiosity.
* able to record and report concerns as set out in this policy.
* able to deal with a disclosure of abuse from a child.
* involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 or Annex A of the latest version of Keeping Children Safe in Education (KCSiE 2023). Nursery leaders and staff who work directly with children have also read Annex B and Part 5.

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| Directors  |

As key strategic decision makers and vision setters for the school, the Directors make sure that our policies and procedures are in line with national and local safeguarding requirements.

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| **Training/Teaching** | **Policy/Procedures** | **Key safeguarding roles** |
| Whole setting approach to broad and balanced curriculum embedding safeguarding teaching D/DSL trainingKCSiE Part 1 or Annex A (and Annex B and Part 5 for staff working directly with children)Staff training, including regular safeguarding updatesOnline safety training for staffPreventing radicalisationAnnual review of online safety arrangements | Online safetyWhistleblowing Staff Code of Conduct (for safer working practice), incl. low-level concerns about staff conductEarly helpMulti-agency working Children with SEND and a physical health issueReporting abuse, incl. dealing with a child at immediate risk / SVPP proceduresHonour based abuse (HBA)Female Genital Mutilation (FGM)Behaviour policyStaff contribution to policySafeguarding policy review | Designated Safeguarding Lead (DSL) who is a senior member of the leadership team. Deputy Designated Safeguarding Lead (DDSL)Designated member for children looked-after (even if there are no LAC on roll)Head of Safeguarding for whistleblowing |

**Concerns and allegations management**

The Trust HR are responsible for liaising with the local authority Designated Officer for Allegations (DOfA) and other partner agencies in the event of an allegation of abuse being made against the Nursery Manager.

See also ‘Managing concerns and allegations against staff’.

**Audit**

The Manager and the D/DSL to complete an annual safeguarding audit return to the local authority. Each school and nursery within the Trust also complete an Acorn Education Trust annual audit with the Trust’s Safeguarding lead. This audit and review process provide assurance of compliance with guidance and legislation whilst offering opportunity for further development of practice within our settings. All audit reports and actions are shared with the Trust Directors and the ongoing actions are monitored and reviewed regularly when the Board/Standards and Improvement Committee meets.

**Safer Recruitment**

Our Trust Senior Executive monitor the setting’s safer recruitment practice, including scrutiny around DSL and /or manager monitoring of the Single Central Record.

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| **Monitoring and review** |

The Trust ensures that the policies and procedures, adopted by the Trustees (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff and should be easily understood by staff, children and parents.

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The Manager ensures that safeguarding is an agenda item for every staff meeting within Acorn Education Trust settings.

At all Acorn Education Trust Senior Executive meetings safeguarding is a standing agenda item.

The Acorn Education Trust Head of Safeguarding holds a termly meeting for all DSLs within the Trust.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

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| Mandatory procedures – Staff and adults at Nursery |

**Safer recruitment**

All staff are subject to safer recruitment processes and checks, and we follow the guidance set out in Part 3 of KCSiE (2023).

At nursery, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

* all staff (including supply staff and apprentices on salaried routes) who work at the nursery/within the Trust.

Assurances are sought for contractors who are required on site, including identification checks on arrival.

**Visitors**

All visitors complete a signing in/out process, wear a nursery ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (e.g. fire officer, police, NSPCC staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at nursery. Careful consideration is given to the suitability of any external organisations.

If the visit is unscheduled and the visitor is unknown to the nursery, we will contact the relevant organisation to verify the individual’s identity, if necessary.

**Site safety**

Risk assessments are undertaken and maintained in accordance with the setting’s health and safety policy.

**Off site visits**

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

**Staff Code of Conduct (for safer working practice)**

The Avenue Children’s Centre is committed to positive academic, social and emotional outcomes for our children underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

**Identifying the signs**

All staff know how to recognise and are alert to the signs of neglect and abuse and wider safeguarding issues, including but not limited to child-on-child sexual violence and harassment, child-on-child abuse and exploitation, ‘all’ risks outside of the home and within the local area including online. Definitions of abuse, set out in 'What to do if you’re worried a child is being abused - Advice for practitioners’ (2015), 'Keeping Children Safe in Education' (2023) and Sexual violence and sexual harassment between children in schools (2021) along with notes from safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 or Annex A of KCSiE which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex B and Part 5 of KCSiE (2023).

**Responding to concerns/disclosures of abuse**

Flowcharts provided by Wiltshire Council Safeguarding Team and SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom and adult cloakrooms for easy reference.

Staff adhere to the organisation’s safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

* take photographs of any injuries.
* postpone or delay the opportunity for the child to talk.
* take notes while the child is speaking or ask the child to write an account.
* try to investigate the allegation.
* promise confidentiality e.g. say they will keep ‘the secret’.
* approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using a concern form. It is the responsibility of each adult in setting to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH. In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief’s Council guidance for schools to understand when they should consider calling the police.

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

The D/DSL consistently monitors all children with concerns, whether a referral to MASH/IFD has been made or not.

The DSL and/or a DDSL is always available during nursery hours for staff to discuss any safeguarding concerns.The D/DSL provides feedback to any staff who share concern/s.

The voice of the child is central to our safeguarding practice and children are encouraged (if able) to express and have their views given due weight in all matters affecting them.

**Managing concerns and allegations against staff (including volunteers and contractors).**

The Avenue Children’s Centre follows the procedure set out by the SVPP ‘Allegations against adults’ flowchart which is displayed in the staffroom and adult cloakrooms for easy reference.

Where anyone in the setting has a concern about the behaviour of an adult (including online) who works or volunteers at the setting, including supply staff and contractors, they must immediately consult the Manager who will refer to the local authority Designated Officer for Allegations (DOFA).

Any concern or allegation against the Manager will be reported to the Trust Head of Safeguarding, without informing the Manager.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns for fear a report could jeopardise their colleague’s career. The Avenue Children’s Centre promotes an open and transparent culture in which all concerns about adults working in or on behalf of the nursery/Trust (including volunteers and contractors) are dealt with promptly and appropriately.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In addition to the concern/allegation management process, the setting’s DSL will also refer suspected abuse to the MASH as described in ‘responding to a concern.’

All members of staff and volunteers have read and signed to confirm they have understood the Trust’s Staff Code of Conduct (for safer working practice), all supply staff and contractors are made aware of expectations of their behaviour.

Concerns and allegations reported relating to supply staff and contractors will be notified to their employers for investigation and potential referral to DOFA.

The Avenue Children’s Centre will appoint a ‘case manager’ to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the DOFA. This is the manager or where the manager is the subject of an allegation, the Trust Safeguarding Lead

**Managing low-level concerns about adults**

The Avenue Children’s Centre operates a ‘low-level’ concerns policy in accordance with KCSIE. ‘Low-level’ refers to behaviour that is: inconsistent with expectations set out in the Staff Code of Conduct, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOfA.

All low-level concerns will be reported to the manager; low-level concerns about the manager will be reported to the trust safeguarding lead.

The Avenue Children’s Centre will:

* ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Code of Conduct), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
* empower staff to share any low-level safeguarding concerns;
* provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult; and,
* respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the manager will collect as much evidence as possible by speaking:
	+ directly to the person who raised the concern, unless it has been raised anonymously;
	+ to the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the school’s values and expected behaviour are constantly lived, monitored and reinforced by all staff.

Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

**Whistleblowing**

In accordance with our setting’s whistleblowing policy and procedures all staff and children can raise concerns about poor or unsafe practice and potential failures in the settings safeguarding regime. Our whistleblowing procedures, which are also reflected in staff training and our staff code of conduct, are in place for such concerns to be raised with Chris Graham. Systems are in place and well promoted so that children can confidently report concerns or abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

If a staff member feels unable to raise an issue with Chris Graham or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

* The NSPCC whistleblowing helpline

Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.

* A member of the Trust Safeguarding lead/Trust Head of HR:Jo Ronxin/Anna Williams.

**Escalation of concerns**

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary. If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

**Record keeping and information sharing**

The nursery:

* liaises with partner organisations (alternative provisions, Wiltshire Council) to ensure any safeguarding records for learners are shared on transition and within 5 days for an in-year transfer or within the first 5 days of the start of a new term:
	+ by the setting/organisation previously attended by the child.
	+ by our DSL when the child leaves our nursery.

For any child dual-registered with another setting/organisation, the nursery continues to be responsible for the safeguarding of the placed pupil thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child’s best interests.

* keeps clear and comprehensive written records of all pupil safeguarding and child protection concerns using concern forms, with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome.
* ensures all children’s safeguarding and child protection records are kept secure.
* ensures the records incorporate the wishes and views of the pupil (if applicable).

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about children at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

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

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

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children’s Social Care. We follow this up by contacting Children’s Social Care directly.

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| **Mandatory procedures – Supporting children** |

**A culture of listening to children**

We have a whole setting approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

Children can safely express their views and give feedback (where able).

If the school is required to change the way provision to children is offered due to exceptional circumstances e.g. during a pandemic lockdown, self-isolation, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

**Early help**

At The Avenue Children’s Centre all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL uses:

* The Wiltshire’s Integrated Front Door (MASH and Early Support Hub).
* The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child’s needs.
* The Multi-Agency Thresholds guidance for Safeguarding Children on the Safeguarding Vulnerable People Partnership (SVPP) website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.
* Liaises with Wiltshire SEND service
* Various resources to identify and respond to harmful sexual behaviour

**Children with Special Education Needs and Disabilities (SEND) or physical health issues**

Children with additional needs or certain health conditions face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the child’s additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying).

The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify children with additional communication needs and whenever possible, these children are given the chance to express themselves to a member of staff with appropriate communication skills.

**The use of ‘reasonable force’ in nursery.**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between children or blocking a child’s path, or active physical contact such as leading a child by the arm out of the room.

All staff will follow our behaviour policy and all children are encouraged to follow these expectations to reduce the need for the need for ‘use of reasonable force.’ Staff will work in collaboration with children and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

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| **Mandatory procedures – Specific forms of abuse and safeguarding issues** |

**Child-on-child abuse**

All children have a right to attend nursery and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously.

In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child sexual violence and sexual harassment.

Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Child-on-child abuse is not tolerated, passed off as “banter” or seen as “part of growing up”. The different forms of child-on-child abuse is likely to include, but not limited to:

* bullying (including cyber bullying, prejudice-based and discriminatory bullying)
* physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm

Consequently, child-on-child abuse is dealt with as a safeguarding issue, recorded as such, and not managed through the systems set out in the nursery behaviour policy.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing:

a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education

established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously

training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern

a clear procedure for all staff to report all incidents as a safeguarding concern to the school D/DSL..

**Children who are absent**

Staff report immediately to the D/DSL, if they know of any child who may be:

* Absent from nursery persistently, or for prolonged periods and/or on repeat occasions
* Missing – whereabouts unknown

The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.

**Domestic abuse**

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of ‘Encompass’ in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child’s circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

**Preventing radicalisation**

Protecting children from the risk of radicalisation is part of settings wider safeguarding duties, and is similar in nature to protecting pupils from other forms of harm and abuse.

Staff use their judgement in identifying children/parents who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a child/parent. The D/DSL will always act proportionately and this may include making a Prevent referral to the Channel support programme or to the MASH.

**Female Genital Mutilation (FGM)**

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any ‘known’ cases of FGM to the police as required by law.

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| Staff training |

**Induction**

The welfare of all our children is of paramount importance. All staff including regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our written induction schedule for staff also includes:

* Safeguarding and Child Protection policy and procedures
* Online safety
* KCSiE update
* Whistleblowing policy
* Behaviour Policy (pupils)
* Staff Behaviour Policy (or Code of Conduct)
* Role and identities of the DSL and DDSL
* Procedure to follow in case of an allegation being raised against an adult
* Professional disagreement and escalation including the SVPP Case Resolution Protocol

**Safeguarding training**

This training is for all staff and is updated every 3 years as a minimum (Acorn Education Trust expectation is that this is completed annually) to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will undertake this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary.

**Advanced training**

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to the settings needs. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding networking events with other D/DSLs. The D/DSL attend a Wiltshire MASH tour.

**Safer Recruitment**

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

**Designated staff member for Looked After Children**

The designated member for looked after children has attended training specific to the role.

**Preventing Radicalisation**

All staff undertake Prevent awareness training.

**Staff support**

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek

further support as appropriate.

**Appendix 1: Related legislation and key documents**

**Children Act 1989** (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

**Education Act 2002** - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

**Sexual Offences Act 2003** - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

**Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018** This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

**Counter-Terrorism and Security Act 2015 (the CTSA 2015),** section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

**Mental health and behaviour in schools (2018)** advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

**The Safeguarding Vulnerable Groups Act (2006)** Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

**The Teachers’ Standards (2013)** set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

**Children Missing Education (2016)** Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

**Sexual violence and sexual harassment between children in schools and colleges (2021)** Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

**Preventing and Tackling Bullying (2017)** Advice for schools on effectively preventing and tackling bullying.

**Behaviour and Discipline in Schools (2016)** Advice for headteachers and school staff on developing school behaviour policy, including an overview of their powers and duties.

**Appendix 2: Core Education Trust Safeguarding Roles and Responsibilities**

**Directors/Standards and Improvement Committee**

* The Trust Board have overall responsibility for Safeguarding in all Acorn Education Trust settings (this delegated to Standards and Improvement committee).
* The Trust Board should understand the requirements of safeguarding guidance and legislation.
* Ensure that the child protection policy is understood across the layers of governance and by all stakeholders.
* Oversee the Trust’s Single Central Record, and ensure the proper procedures are in place for it to be administered correctly.
* Ratify the Child Protection Policy when updated.
* Ensure the suitability of staff, supply staff, volunteers and contractors.
* Follow the Home Office’s Revised Prevent duty guidance and the DfE’s general advice ‘Protecting Children from Radicalisation: The Prevent Duty’.
* Hold the Trust safeguarding lead to account for their roles and responsibilities.

**Trust Safeguarding Lead**

* Ensure that the Trust is compliant with safeguarding policies, procedures and the law.
* Oversee the Trust’s single central record, and ensure the proper procedures are in place for it to be administered correctly – (Head of HR and head of Safeguarding).
* Ensure training is provided (Trust/Wiltshire) for new DSLs and update training for DSLs and DDSLs.
* Ensure training is provided in safer recruitment.
* Ensure good lines of communication and support are provided for the Schools and DSLs.
* Hold a termly DSL Network Meeting.
* Complete a safeguarding audit annually in each school.
* Complete a SCR check annually in each school.
* Ensure the trustees and local safeguarding governors are trained sufficiently on appointment.
* Standardise Safeguarding/CP policies across the Trust.
* Provide regular training/updates for DSLs.
* Annually review the school’s safeguarding policy including child protection and relating to procedures for allegations against staff members; and those relating to peer-on-peer abuse.
* Act as the Trust DSL for schools without cover/DSL availability during school holidays and other periods.

**Safeguarding Governor**

* The link governor should understand the requirements of safeguarding guidance and legislation.
* Ensure that the key staff appointments have been made (DSL, DDSL, LAC) and that appropriate time and training has been given.
* Ensure that appropriate arrangements are in place for the functions of the DSL to be carried out in their absence.
* Ensure all staff receive appropriate and regular training.
* Liaise with the DSL and designated teacher regarding safeguarding matters in the school and local area.
* Ensure that a system is in place and working effectively to ensure that the school’s “Single Central Record” is administered correctly, is up-to-date and compliant with the requirements of statutory guidance “Keeping Children Safe in Education”.
* Liaise with the Headteacher and/or DSL and designated teacher to ensure that safeguarding principles are embedded throughout the school and curriculum.
* Review the annual safeguarding audit and report to the full governing body.
* Monitor progress and actions against the safeguarding audit/SCR audit.
* Ensure pupils understand the safeguarding measures in place and are provided with a means for their voices to be heard and acknowledged.
* Ensure all school staff, including DSL and designated teacher, receives regular, updated safeguarding and child protection updates on annual basis.
* Ensure all governors receive regular, up-to-date safeguarding training - they could be invited to annual staff training sessions.

**The Nursery**

* Create a safe learning environment and maintain an environment where children feel confident to approach any member of staff if they have a worry or problem.
* Identify children who are suffering or at risk of harm and take suitable action.
* Ensure appropriate reporting procedures are in place.
* Ensure that the setting is compliant with safeguarding policies, procedures and the law.
* Be aware and understand particular safeguarding issues as set out in KCSIE.
* Work together with all safeguarding partners and agencies as required.
* Ensure that inter-agency procedures are being followed where necessary.
* Ensure that a system is in place and working effectively to ensure that the setting’s “Single Central Record” is administered correctly, is up-to-date and compliant with the requirements of statutory guidance “Keeping Children Safe in Education”.
* Ensure the suitability of staff, volunteers and contractors.
* Ensure that appropriate arrangements are in place for the functions of the DSL to be carried out in their absence.
* Ensure that a senior member of staff is appointed as the designated safeguarding lead (DSL) and that this role is incorporated into their job description.
* Ensure that a senior member of staff is appointed as the designated staff member for looked after children (to be responsible for the educational achievement for children in care).
* Ensure all staff receive formal safeguarding and child protection training on induction.
* Ensure all staff, including DSL and designated teacher, receives regular, updated safeguarding and child protection updates on annual basis.
* Ensure that at least one member of an interview panel has undertaken safer recruitment training.
* Ensure that safeguarding principles are embedded throughout the nursery and curriculum.
* Ensure the premises meet with full Health and Safety requirements and that all areas of the nursery are risk assessed.
* Ensure all appropriate policies (as per audit) are in place and kept up to date and adhered to (Child Protection, Whistleblowing, Online Safety, Code of Conduct, Health and Safety RSHE).
* Take appropriate actions as recommended within the Trust and Wiltshire safeguarding audits.

**Appendix 3: Safeguarding Governance within Acorn Education Trust**

Standards and Improvement Committee

Directors

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Schools

JR

Trust Safeguarding Lead

SE

(Director) CEO