David Ross Education Trust

Broadening Horizons

0.1	Draft for consideration by Education Committee and Trust Board	August 2020
1.0	Approved by Trust Board	28 September 2020
2.0	Regulatory update in Keeping Children Safe in Education 2021. Approved by Trust Board	15 September 2021
3.0	Annual review	14 September 2022
4.0	Annual review to include further developments in practice and to comply with updates incorporated in KCSIE 2023.	28 September 2023

Contents

- The Children Act 2014

- The Children Act 1989

- Working Together to Safeguard Children 2018 (updated 2022)

- Statutory guidance on children who run away or go missing from home or care 2014

- Supervision of activity with children 2012

- The EYFS statutory Framework 2023

- Working Together to Improve School Attendance 2023

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4.3.

4.15.   (sometimes still referred to as the LADO) is responsible for the oversight of allegations against adults working in the local authority, liaising with a range of agencies, and ensuring such matters are dealt with consistently and in a timely fashion.

4.16.   part of a continuum of support provided as soon as a problem emerges at any point in a child's life.

4.17.   the abusive behaviour -2.207 Td[(4.)6 (16.)]TJt (e)-1.1 (s)--0.8 (r)-2.8 (o)1.3 (v)-8.6 (i)-3.2 (d)-0.8

4.26.   occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity.

4.27.   : encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

4.28.   The NRM is a framework for identifying victims of human trafficking and ensuring they receive appropriate support.

4.29.   This is a decision that there are 'reasonable grounds to believe' that the person may be a victim of trafficking.

4.30.   Children can abuse other children (referred to as child-on-child abuse), and that it can happen both inside and outside of the academy as well as online.

4.31.   refers to abuse by a relative (such as a parent, sibling or uncle/aunt). It may include abuse by someone close to the child in other ways (such as a step-parent, a close family

4.41.

scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer).

4.55.   Installing appropriate filters in the IT system to limit pupils' exposure to risks by blocking harmful or inappropriate content.

4.56.   Monitoring user activity on academy devices to review without preventing them from accessing material through internet searches or software. Searches that cause concern are reported to the DSL.

5.1.   Each academy will implement the Trust policy, adding further details relevant to the academy in an academy Safeguarding and Child Protection policy appendix to include all practical details relevant to creating a robust safeguarding culture as follows:

5.1.1.   The name of the Trustee and the Trust management team representatives with designated responsibility for safeguarding, including the Head and Deputy Head of Safeguarding and two Area Safeguarding Leads.

5.1.2.   The names of the academy Designated Safeguarding Lead (DSL), who must be a member of the academy leadership team, the deputy designated safeguarding leads and cover arrangements to ensure qualified personnel are always on duty at the academy during term time and that there is adequate cover during the school holidays. The Designated Safeguarding Lead (or any deputies) will be responsible for the academy's provision for internet safety, and for ensuring that the filtering and monitoring standards are met.

5.1.3.   The name of the practitioner designated to take lead responsibility for safeguarding children in the EYFS (where appropriate).

5.1.4.   The name of the nominated ASC 'link governor

5.1.12. Police contacts, such as those for Counter terrorism and FGM referrals.

5.1.13. External agencies with which the academy has a working partnership, including those supporting pupils with challenging behaviour or special educational needs.

5.1.14. Evidence of the registration vetting checks conducted by alternative providers and settings offering managed moves for pupils as well as the monitoring and evaluation routines required in ensuring the provision meets the needs of the child.

5.1.15. Training provision for staff including induction, annual refresher, routine updates as well as a focus on recognising particular risks such as online safety, child-on-child abuse and pupils' mental health concerns. Staff will be trained in how to fulfil their responsibilities for meeting the filtering and monitoring standards. All staff will be trained in the expectations of the staff safeguarding behaviour policy, the difference between concerns that reach the harms threshold and low-level concerns, and how to raise concerns with the principal and the CEO.

5.1.16. Arrangements for working with the local authority safeguarding partnership in accordance with their procedures.

5.1.17. The safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.

5.1.18. The staff safeguarding behaviour policy (also referred to as the code of conduct) for staff specific to the academy.

5.1.19. Other safeguarding issues and matters of significance to the academy, including:

- the policy for restricting the use of mobile phones and portable cameras, particularly in the EYFS.

- arrangements for assessing and recording children's development in the EYFS, particularly when this involves posting images of children to an online portal such as Tapestry.

- contextual safeguarding such as the local risks to children of being drawn into criminal and sexual exploitation or into terrorism.

5.1.20.

- o sexual exploitation; coercion and threats, and

- o coercing others into sharing images of themselves or performing acts they're not comfortable with online.

- can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

- The range of risk factors which increase the likelihood of involvement in serious violence, include being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Indicators may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff will be aware of the Academy Behaviour and Ethos Policy and the procedures for dealing with serious violence.

- Young people can experience domestic abuse within their own intimate relationships. This is a form of child-on-child abuse. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16), but the academy will support both young victims and young perpetrators where there are concerns about their safety or welfare.

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5.3.2. Staff will use this professional curiosity in looking, listening, asking questions, checking out and reflecting on information they receive as well as being particularly alert to signs that a child might be experiencing harm or that they are victims of abuse. For example:

- Adults at the Trust know that all children and young people can be victims of exploitation and radicalisation, but they are aware that pupils with SEND as well as the children of families experiencing difficulties may be more vulnerable to exploitation. Signs that a child is the victim of CCE include deteriorating attendance, having new, older friendship groups and unexplained gifts and new possessions. Staff will be concerned that children who have physical injuries, show signs of self-harm and misuse drugs and alcohol, may be the victims of exploitation. Signs that a child is being radicalised include their increasing isolation, having a sudden disrespectful attitude to others and talking about key issues as if from a script.

- Adults will be alert to the signs that a child is the victim of online abuse which might include a sudden increase in the time they spend online, texting and gaming, or that they seem secretive, distant, upset or angry after using the internet. Staff might become aware that children or young people suddenly have more contact numbers and email addresses stored in their devices.

- Children who are being groomed or are victims of sexual abuse might talk of being in a relationship with an older person, become withdrawn, suddenly have money or new possessions, be involved in underage drinking or drug taking, use sexualised language or sexualised behaviour and spend more time away from home. Staff will be alert when a child or young person is frightened or shows signs of physical abuse. Designated safeguarding leaders will seek to create safe spaces where young people who are pregnant can disclose concerns about their welfare, including if they are a victim of abuse.

- Adults at the Trust are sensitive to children who may be victims of online bullying, reflecting on why a child or young person might suddenly not be doing well at school or is seeking to miss lessons or avoid areas of the academy. All members of the T48 Tc 0 -17T

approach. Where a report has been made to the police, the academy will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They will also discuss the best way to protect the victim and their anonymity. At this stage, the academy will generally inform parents or carers

- the potential for children with SEN and disabilities being disproportionally impacted by

- Staff must keep a record of where it has been necessary to use physical intervention to avert immediate danger or personal injury to a child or where it has been absolutely necessary to manage the child's behaviour.

5.7.

5.7.1. All staff at the Trust understand the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm, but they are alert to the risk that these children can be targeted by others. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Each academy will ensure that it provides safe spaces where children who are LGBT can share their concerns. Safeguarding staff will work with children who are LGBT in understanding the adults the child trusts and how to make these staff available to support the child.

5.8.

5.8.1. Each academy will develop its own academy-wide approach to promoting pupils' positive mental health and wellbeing. Through this strategy, the Senior Mental Health lead will seek to normalise mental health issues, raise awareness of how and where pupils can access support and develop emotional literacy and resilience to help pupils to explain, understand and find ways to manage their emotions and mental health.

5.8.2. Staff training will prepare staff in identifying pupils with mental health needs as well as more formal means such as through the analysis of pupil records for attainment, behaviour and attendance. Staff will also be aware that pupils' mental health needs can emerge through the admissions process, through mental health professionals or through children referring themselves to a trusted adult. Academies will engage other agencies in supporting these pupils such as educational psychological support, counselling services and recommended therapies such as art and music therapy. Academies will maintain a dedicated space where all pupils have access to calming or specialist provision.

5.8.3. Staff at each academy will be alert to the changes in a child's behaviour that might be indicative

their investigation. The supply teacher should be encouraged to contact their trade union representative if they have one, or a colleague for support.

5.13.7. When using a supply agency, the HR department will inform the agency of its process for managing allegations. This should include inviting the agency's HR Manager to meetings and keeping them up to date about policies.

5.13.8. Where it is necessary for further enquiries to be made, the LADO and the case manager will agree how and by whom the investigation should be undertaken. The following definitions will be used with determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;

- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

- False: there is sufficient evidence to disprove the allegation;

- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or ioly3.6 (r)3.1 (ei)1.3 (c)1 (ee,)2;6 (1)TJ0 Tc 0 T2 (tTdd( )TjEMC /LE

5.13.13. The second type of concern is a low-level concern. The Trust's policy on low-level concerns is founded on its commitment to creating and embedding a culture of openness, trust and transparency. The values and expected behaviour of all staff will be set out in the staff behaviour policy and this will should be lived, monitored and reinforced constantly by all staff. Staff behaviour towards a child that is inconsistent with the staff safeguarding behaviour policy such that it causes unease or a nagging doubt but that does not meet the threshold for harm will be treated as a low-level concern. Examples of such behaviour could include:

procedure, the manager will contact the principal or CEO who will assess the concern. Should the allegation be against the principal or CEO, the Trust's HR Director will be contacted to assess the concern. If the person raising the concern feels unable to speak with their line manager in the first instance, they may contact the Trust's HR Director directly. In circumstances where the

integrating the following provision: the Welfare and PSHE curriculum, transition, the DSL, the mental health lead, pastoral and wellbeing teams, the intervention programme, as well as training for staff and a full support programme for parents and carers.

5.17.6. The Trust will also verify identity, academic or vocational qualifications and the applicant's right to work in the UK. They will obtain at least two professional references, one of which must be from the applicant's current employer. The Trust will ensure that the information confirms that the referee is satisfied with the applicant's suitability to work with children and provide the facts of any safeguarding concerns or allegations that meet the harm threshold. Open testimonials will not be accepted, nor any information provided by the candidate without verifying the information. Electronic references will be vetted to ensure they originate from a credible source. The Trust will check previous employment history, account for any gaps in employment, make any further checks if the person has lived or worked outside the UK and ensure themselves the candidate has the health and physical capacity for the job. The Trust will undertake the relevant checks when existing staff and volunteers apply for a new position in the Trust. Further details are available in the DRET Recruitment policy.

5.17.7. Disqualification under the childcare act applies to all staff engaged to provide early years care as well as later years care for children under 8 years of age. Adults are disqualified from childcare if they are included on the DBS Barred List, if they have been refused registration or had it cancelled or if they have been found to have committed an overseas offence. Disqualification 'by association' applies where childcare is provided in domestic settings.

5.17.8. Academies will implement their own procedures to ensure visitors to academy premises are always supervised.

5.18.

5.18.1. The Trust has full regard for the Prevent Duty complying with the four general themes for prioritising this issue: risk assessment, working in partnership, staff training and IT policies.

5.18.2. The signs of radicalisation are not always obvious. Staff will be alert to changes in a child's behaviour that might indicate they need prote5ler ( )TJ(n)2.(.)1 (S)1.5u.7 (d)-0.9 (e5le.8 (i)-3.ild)2(i)13.6 r2.

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Curriculum assessments will be routinely monitored paying particular attention to the educational achievement of looked after and previously looked after children, as well as all children with a social worker to identify and intervene in promoting their outcomes.

6.3.   The Trust will retain records evidencing compliance with this policy, as set out in the Trust's Data Retention Policy.

7.1.   are responsible for ensuring that all staff, including volunteers and supply staff, adhere to this policy and the associated policies cited in this document in establishing a coordinated and robust safeguarding culture. They will ensure that all staff comply in creating a safe environment in which children can thrive and learn. The principal will ensure that the DSL (and deputy) are given the time, funding, resources and support to fulfil their role, especially in advising staff and participating in statutory assessments and strategy discussions.

7.2.

7.2.1.   Every academy will have a DSL with appropriate status and authority to take a lead on safeguarding strategy, policy implementation and practice. The academy will decide how many deputy designated leads are appointed; the DSL and any deputies, should have a complete safeguarding picture and be the most appropriate people to take practical steps to advise on the response to safeguarding concerns.

- The DSL (and any deputies) will undergo local authority safeguarding partnership training at least every two years, as well as undertaking Prevent awareness training, to provide them with the knowledge and skills required to carry out their role and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- ensure each member of staff has access to, and understands, the academy's child protection policy and procedures, especially new and part time staff

- are alert to the specific needs of children in need, those with special educational needs and young carers

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the GDPR.

- understand the importance of information sharing, both within the academy, and with the three safeguarding partners, other agencies, organisations and practitioners

- are able to keep detailed, accurate, secure written records of concerns and referrals

- understand and support the

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

7.2.2.   Where children .4 (ildn)2.3 (.001 TA(e)-59 (ad)2.3)/1 Tf0v3 (t)-6 ()2.3 (.001 T)-3 (t)-2.

8.1.5. The Director of Governance and the Head of Safeguarding will collaborate in creating guidance for all ASC safeguarding representatives, and the Head of Safeguarding will train this group routinely throughout the year to reinforce these principles of effective support and challenge.

8.1.6. The Trust Safeguarding Board will meet three times a year to review policy and provision in meeting statutory requirements in all areas of safeguarding including Child Protection, Health and Safety, HR, vetting and recruitment as well as in its consideration of pupils with protected characteristics.

8.1.7. The Central team will commission an external auditor to review annually the level of tH1-38-5.6 (ie7 0 Td(81

- Intimate care
- Health and Safety
- Relationships Education, and Relationships and Sex Education, and Health Education
- Equal Opportunities
- Acceptable Use Policy
- Social media policy
- Mobile phone policy
- Intimate care policy
- Recruitment policy