



SAFEGUARDING POLICY

Incorporating

CHILD PROTECTION PROCEDURES

September 2019

Date for Review: September 2020

James Montgomery Academy Trust

As part of our planned conversion to James Montgomery Academy Trust (JMAT) aimed for February 2020, we have adopted JMAT policies and procedures, although we are aware that we are still accountable to the Local Authority until official conversion.

Statement of intent

Meadow View Primary School and the James Montgomery Academy Trust is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse, ensuring the child's wishes have been taken into account during the process.
- Ensuring that members of the Board of Directors, the Head of School/Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the Head of School/Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- Identifying any local safeguarding issues which may impact each academy school in the MAT and making appropriate provision to ensure that these local factors do not pose a threat to children's safety and welfare

Designated Safeguarding Lead:	Trish Keenan.....
Deputy Designated safeguarding Lead:	Karen Smith.....
Deputy Designated safeguarding Lead:	Jenni Logan.....
Deputy Designated safeguarding Lead:	Beverley Morgan.....
Named Safeguarding Governor:	Jill Newbolt

1. Definitions

The terms “children” and “child” refer to anyone under the age of 18.

For the purposes of this policy, “**safeguarding and protecting the welfare of children**” is defined as:

- Protecting pupils from maltreatment.
- Preventing the impairment of pupils’ health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

For the purposes of this policy, the term “**harmful sexual behaviour**” includes, but is not limited to, to the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

In accordance with the DfE’s guidance, ‘**Sexual violence and sexual harassment between children in schools and colleges**’ (2018), and for the purposes of this policy, the term “sexual harassment” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

For the purpose of this policy, the term “**sexual violence**” encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

2. Legal framework

This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

Legislation

- The Children Act 1989
- The Children Act 2004
- The Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (As amended)
- The Equality Act 2010
- The Protection of Freedoms Act 2012
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)

Statutory guidance

- DfE (July 2018) ‘Working together to safeguard children’ – chapter, paragraph 4
- DfE (2019) ‘Keeping children safe in education’
- DfE (2016) ‘Disqualification under the Childcare Act 2006’
- DfE (2015) ‘The Prevent duty’
- HM Government (2014) ‘Multi-agency practice guidelines: Handling cases of Forced Marriage

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- **DfE (2016) 'Children missing education'**

3. Introduction

The James Montgomery Academy Trust (thereafter referred to as JMAT) and the Board of Directors are clear about their responsibilities in relation to safeguarding and promoting the welfare of children.

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. School staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2018. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

4. Purpose and Aims

The purpose of the JMAT's safeguarding policy is to ensure every child who is a registered pupil is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people to have the best outcomes.

This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our schools.

The JMAT fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our schools. This will also include identifying children who may benefit from **early help**. The elements of our policy are prevention, protection and support.

Our policy applies to all staff, governors, volunteers and visitors working in the James Montgomery Academy Trust schools. There are six main elements to our policy:

- Establishing a safe environment in which children can learn and develop
- Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children and create a culture of vigilance
- Raising awareness of and responding appropriately to safeguarding and Child Protection issues
- Equipping children with the skills needed to keep them safe, including how to recognise when they are at risk and how to get help when they need it

- Having clear procedures for identifying additional needs and reporting cases, or suspected cases, of abuse and allegations against teachers and other members of staff
- Supporting pupils who have been abused in accordance with a Child Protection Plan

5. What is Abuse?

Abuse may fall into a number of categories: - **physical abuse, sexual abuse, emotional abuse and neglect.** Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults, or another child or children.

Specific safeguarding issues are:

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It 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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur through the use of technology.

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys. Children as young as 8 years have been identified, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in our school are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

Key areas where peer on peer abuse occurs are:

- Bullying, including online/cyber bullying and prejudice-based bullying
- Racist, religious, disability and homophobic or transphobic abuse
- Gender based violence/violence against girls and young women
- Teenage relationship abuse
- Issues relating to gang activity and youth violence
- Sexual harassment and sexual violence, including harmful sexual behaviour

Further information about peer on peer abuse is included in the section 'Allegations of Abuse against other pupils'.

Upskirting

As of April 2019 'upskirting' is classified as an offence under the Voyeurism Offences Act – offenders are subject to up to 2 years in prison and can be placed on the sex offenders register.

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks.

Female Genital Mutilation (FGM)

FGM is addressed as part of the procedures around '**Honour Based Violence**' which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing"

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

The JMAT has due regard to the **mandatory reporting duty**, which came into force in October 2015, of the FGM Act 2003, which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to personally report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

Staff in the JMAT will be vigilant and will report promptly any FGM or other HBV concerns to the Designated Safeguarding Lead.

Preventing Radicalisation and Extremism (Prevent Duty)

The JMAT has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms ie, the Local Authority, Police and/or the **Channel Programme**. We will provide a link, via the JMAT or school's website, to the Local Safeguarding Children Board website which provides information on radicalisation for children and young people, their parents/carers and professionals:

www.rotherham.gov.uk/safeguarding
www.dscb.co.uk

As with other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the **Channel** programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel Panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 01709 336080 or Doncaster Referral and Response Team on 01302 737777.

More information on Prevent and Channel is contained in Annex A of Keeping Children Safe in Education (2019) and Rotherham and Doncaster LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>
<http://doncasterscb.proceduresonline.com/index.htm>

Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to”

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

Private fostering

Where school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks in line with our mandatory duty.

County lines criminal activity

For the purpose of this policy, “**County lines criminal activity**” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis. Indicators that a pupil may be involved in county lines active include the following:

- **Persistently going missing or being found out of their usual area**
- **Unexplained acquisition of money, clothes or mobile phones**
- **Excessive receipt of texts or phone calls**
- **Relationships with controlling or older individuals or groups**
- **Leaving home without explanation**
- **Evidence of physical injury or assault that cannot be explained**
- **Carrying weapons**
- **Sudden decline in school results**
- **Becoming isolated from peers or social networks**
- **Self-harm or significant changes in mental state**
- **Parental reports of concern**

Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of [‘Are you a young person with a family member in prison’](#) from Action for Prisoners’ Families where appropriate for pupil’s age and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will also be provided with the booklet [‘Going to Court’](#) from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

Contextual safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

At Meadow View Primary School we are aware of the CSE concerns that have been prevalent in our community. Due to this knowledge, we ensure that staff have had relevant training to spot early indicators of potential CSE. Being on the border of Sheffield, there is evidence of County Lines activity across the Rotherham/Sheffield border. Staff are aware of this and training has been delivered. We are a mainly white British area with activity linked to Nationalism. With this in mind, we ensured that our Prevent training looked at all aspects of radicalisation.

The school will provide as much contextual information as possible when making referrals to CSCS.

Online Safety

The predominant issues associated with online safety are:

- Content – exposure to illegal, harmful or inappropriate material
- Contact – harmful online interaction with others
- Conduct – online behaviour that increases the likelihood, or causes, harm

The JMAT will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's **Digital Safeguarding Policy**.

The JMAT will ensure that the use of filtering and monitoring systems does not cause "over blocking" which lead to unreasonable restrictions as to what pupils may be taught regarding online teaching.

The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the **Digital Safeguarding Policy and Social Media Policy**.

Youth Produced Sexual Imagery (Sexting)

Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, WhatsApp or Facebook Messenger.

The increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves and also sending or receiving sexually explicit text messages. This can expose them to risks, particularly if the imagery/text is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. The production and sharing of sexual images of under 18s is also illegal.

At the JMAT, we understand the responsibility to educate our pupils about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. Further information on this is found in our Digital Safeguarding Policy.

Children with Special Educational Needs and Disabilities (SEND)

The JMAT understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Where there are any concerns raised about the safety and welfare of a child with SEND in one of the JMAT schools, we will ensure that these will be treated in the same way as with any other child, with careful consideration of any additional needs.

More information on children with SEND is contained in the NSPCC document '*We have the right to be safe – Protecting disabled children from abuse*' (Oct 14)

Children Missing Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.

The school will inform the LA of any pupil who fails to attend regularly or has not returned after 10 days following a period of authorised absence. After an authorised absence or a period of 20 days unauthorised absence the children will be placed on the out of school/CME register, unless there is evidence to show the child is elsewhere.

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

The school will notify the LA within five days of when a pupil's name is added to the admissions register. The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

Four emergency contact details will be held for each pupil where possible.

Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

First Day Calling Procedures

It is expected that JMAT schools have robust 'first day calling' procedures for when a child has not arrived at school within the expected time frame. DfE recommendations are that schools hold 4 emergency contact numbers for all pupils. It is required that clear time scales are in place to ascertain a reason for non-attendance, this should include an escalation of action to be taken, including that of a home visit where appropriate. It is expected that pupil contact information is shared within school with appropriate staff and that a designated staff member is appointed to follow the 'first day calling' procedures. Expectations are that JMAT schools are aware of the reason for absence of the child before the start of the afternoon session. If this cannot be ascertained, school must consider whether a request to the police for a safe and well check is necessary.

Children who are Looked After (CLA)

Each school in the JMAT has a named designated teacher for Children who are looked after who works closely with the Virtual School Team and the Local Authority. We have a separate LAC policy which gives

further detail about LAC procedures.

More information on these issues is contained in Annex A of Keeping Children Safe in Education (2019) and the Rotherham and Doncaster LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

<http://doncasterscb.proceduresonline.com/index.htm>

6. Our Ethos

The child's welfare is of paramount importance. The JMAT will establish and maintain an ethos in our schools where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our schools will be able to talk freely to any member of staff if they are worried or concerned about something. The DSL will be available during school hours to discuss safeguarding concerns, if they are absent a Deputy DSL will be available.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).

All JMAT schools take an active role in **Operation Encompass** and have created a secure email which local safeguarding partners can use to inform the designated safeguarding lead if a pupil in school has been present when the police have attended an incident of domestic abuse at their home the day/night before. Staff can then be proactive in understanding and supporting the child's needs as a result of this experience.

It is the responsibility of every member of staff, volunteer and regular visitors to the schools in the JMAT to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all pupils. This includes the responsibility to provide a safe environment in which children can learn.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse and that all staff and governors have a full and active part to play in protecting our pupils from harm. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** Each school will therefore:

- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure all staff are provided with a copy of the Code of Conduct, Safeguarding Policy and Keeping Children Safe in Education 2019 Part 1 on induction.
- Embed opportunities in the curriculum and school life for children to develop the skills they need to recognise and stay safe from abuse, including online abuse, Child Sexual Exploitation, Radicalisation and Female Genital Mutilation. This is mainly through work with partner agencies such as Barnardos Reach Out service, NSPCC, Healthy Schools service and Rotherham CLC.
- Ensure staff are aware that behaviours linked to drug-taking, alcohol abuse, truanting and sexting can place children in danger.

- Ensure that staff are aware of the need to notify the LA in cases where children go missing from education, fail to attend school regularly, have been absent from school for continuous period of 10 days or more or are removed from the admissions register.
- Raise the awareness of all staff members of the need to safeguard and promote the welfare of children, and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensure every member of staff (including temporary, supply staff and volunteers) and the Board of Directors knows the name of the Designated Safeguarding Lead (DSL) and their deputies responsible for child protection and their role (*Annex B Keeping children safe in education 2019*)
- Ensure the names of the Designated Safeguarding Lead and their deputies will be clearly visible in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse and allegations.

Parental responsibility

The welfare of the child is the paramount consideration for JMAT schools. In the event of a concern being raised where school is unclear how to act, legal advice will be sought to ensure that a parent's rights and responsibilities are not infringed and the actions of the JMAT and its schools are fully compliant with the law. This includes both family law and education law.

Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

For the purposes of **education law**, the department considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Example -This may be a foster carer or family and friends carer who does not have parental responsibility but has been delegated the responsibility for taking day-to-day decisions about the child.

What is parental responsibility?

In **family law**, parental responsibility means all the rights, duties, powers, responsibilities and authority that a parent has in relation to the child.

A person with parental responsibility can make decisions about the child's upbringing and is entitled to information about their child. For example, they can give consent to the child's medical treatment and make decisions about the child's education. They also have the right to receive information about their child's health and education.

Who has parental responsibility?

A child's birth mother (the person who carried the child) has parental responsibility unless it's removed by an adoption order or a parental order following surrogacy.

Where a child's father and mother were married to each other at the time of the child's birth, they each have parental responsibility for the child. Where the parents were not married to each other at that time, the child's father can gain parental responsibility:

- by registering the child's birth jointly with the mother
- by subsequently marrying the child's mother
- through a 'parental responsibility agreement' between him and the child's mother which is registered with the court
- by obtaining a court order for parental responsibility

Where two female parents have a child through fertility treatment, the mother's female partner is treated in the same way as a father. She has parental responsibility if she is married to or in a civil partnership with the mother at the time of the treatment (or if the two women agree in writing that she will be the child's second parent). She can also acquire parental responsibility in the same way that a child's father can.

General principles for schools

Everyone who is a parent, as recognised under education law can participate in their child's education.

All parents can also receive information about the child, even though, for day-to-day purposes, the school's main contact is likely to be a parent with whom the child lives on school days.

Individuals who have parental responsibility for, or care of, a child have the same rights as biological parents. For example to:

- receive information – such as pupil reports
- participate in statutory activities – such as voting in elections for parent governors
- be asked to give consent - such as to the child taking part in school trips
- be informed about meetings involving the child - such as a governors' meeting on the child's exclusion

School must treat all parents equally, unless a court order limits a parent's ability to make educational decisions, participate in school life or receive information about their children.

All parents also have legal obligations. For example, to ensure that a child of compulsory school age receives a suitable full-time education.

Where a parent's action, or proposed action, conflicts with school's ability to act in the child's best interests, the school should try to resolve the problem with that parent but avoid becoming involved in conflict. However, there may be occasions when school needs to decline requests for action from one or more parents.

Obtaining consent

Where schools need parental consent to outings and activities, the headteacher should seek the consent from the resident parent unless the decision is likely to have a long-term and significant impact on the child, or the non-resident parent has requested to be asked for consent in all such cases.

In cases where school considers it necessary or has been asked to seek consent from both parents, you may wish to assume that parental consent has not been given unless all parents agree. Such an approach ensures that school has treated the views of each parent equally and will also help to safeguard the position of school in terms of exposure to any potential civil liability where, for example, the child is injured while on a school trip.

Medical treatment – seeking consent following accident or injury

Schools may experience problems when a child has had an accident and consent might be needed for emergency medical treatment. The **Children Act 1989** provides that people who do not have parental responsibility but nonetheless have care of a child may:

...do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare.

This would allow schools to act 'in loco parentis', in place of a parent, or allow them to seek consent from a parent who may not hold parental responsibility.

It would clearly be reasonable for a school to take a child who needs to have a wound stitched up to hospital, but the parents, including the non-resident parent who has asked to be kept informed of events involving the child, should be informed as soon as possible.

7. Early Help and support for children in need:

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. We will work with local agencies in Rotherham/Doncaster to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- **Have SEND (whether or not they have a statutory EHC plan).**
- **Are young carers.**
- **Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.**
- **Are frequently missing/going missing from care or from home.**
- **Misuse drugs or alcohol.**
- **Are at risk of modern slavery, trafficking or exploitation.**
- **Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.**
- **Are returned home to their family from care.**
- **Show early signs of abuse and/or neglect.**
- **Are at risk of being radicalised or exploited.**
- **Are privately fostered.**

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

All staff will be made aware of the local early help process and understand their role in it.

8. Safer Recruitment

We will follow relevant guidance in *Keeping Children Safe in Education September 2019* (Part 3 Safer Recruitment) and from The Disclosure and Barring Service (DBS):

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

- We will ensure governors and staff on recruitment panels undertake all appropriate safer recruitment training as outlined in *Keeping children safe in education September 2018*
- Our selection and recruitment policy will include all appropriate checks on staff and suitability including DBS checks. With regard to the recruitment of volunteers our policy will be rigorous and follow DBS guidance taking into account regulated (see Appendix 1) and supervised activity
- We will ensure that all adults within the JMAT who have access to children have been checked as to their suitability as outlined in *Keeping children safe in education September 2019*
- We will ensure that all staff and volunteers have read the staff behaviour policy (code of conduct) and understand that their behaviour and practice needs to be in line with it.

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

Each school will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Register will contain information on all staff members (this includes contractors and supply staff) on the following:

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- A section 128 check (for management positions in independent schools (including free schools and academies))
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK

9. Safer Working Practice

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

All visitors to school should be pre-arranged as far as possible. They will be asked to sign in to school using the paper/electronic system for fire and security purposes, and will be asked to produce photo ID and a DBS if required.

All visitors will be required to wear an ID badge whilst on school grounds.

All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know the JMAT's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that has accessed training will be kept by the Head of School/Headteacher.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in the guidance document '*Safer working practices for adults who work with children and young people*' (*Safer Recruitment Consortium, October 2015*). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

10. Staff suitability

The JMAT must ensure that staff and volunteers providing care for pupils under the age of eight are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.
- Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).

A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

11. Managing Allegations against Staff

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. A member of staff accused of an allegation of abuse will always be given the opportunity to answer allegations and make representations about them.

Any allegations against staff (other than the Headteacher/Head of School, volunteers, governors, contractors and visitors) that indicate that they may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

will be reported immediately to the Headteacher/Head of School or the Designated Safeguarding Lead if the Headteacher/Head of School is not present. The Headteacher/Head of School will inform the Local Authority Designated Officer (LADO) following the guidance in *KCSIE 2019*. This may then result in the involvement of the police or social care services. Police involvement does not make the suspension of the member of staff mandatory.

The **LADO for Rotherham** can be contacted on **01709 823914**. The **LADO for Doncaster** can be contacted on **01302 737748**.

If the allegation concerns the Head of School/Head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Head of School/Headteacher first.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Head of School/Headteacher or Chair of Governors should contact the Local Authority LADO on:

Rotherham MASH on 01709 336080

Doncaster Referral and Response Team on 01302 737777

The name of any member of staff considered not suitable to work with children will be referred to the Disclosure and Barring Service (DBS) with the advice and support of Human Resources and in accordance with the DBS Referral Policy.

The JMAT will make every effort to ensure confidentiality is maintained during an on-going investigation and will aim to solve all allegations of abuse cases within 12 months where possible. A clear and

comprehensive summary of any allegation against a member of staff will be kept on file, unless it is found to be malicious, in which case it will be removed from personnel records. Records will be kept for 10 years.

12. Allegations of abuse against other pupils (peer on peer abuse)

All staff will be aware that pupils are capable of abusing their peers, and will never tolerate abuse as “banter” or “part of growing up”.

The JMAT is aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm. It can also include:

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. It includes:

- **Sexual comments.**
- **Sexual “jokes” and taunting.**
- **Physical behaviour, such as deliberately brushing against another pupil.**
- **Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.**

Sexual violence refers to the three following offences: rape, assault by penetration and sexual assault.

The term “**harmful sexual behaviour**” is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- **Using sexually explicit words and phrases.**
- **Inappropriate touching.**
- **Sexual violence or threats.**
- **Full penetrative sex with other children or adults.**
- **Sexual interest in adults or children of very different ages to their own.**
- **Forceful or aggressive sexual behaviour.**
- **Compulsive habits.**
- **Sexual behaviour affecting progress and achievement.**
- **Using sexually explicit words and phrases.**
- **Inappropriate touching.**
- **Sexual violence or threats.**

Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

A preventative approach

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils (age appropriately) about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and

stage of development specific, and tackle issues such as the following:

- **Healthy relationships**
- **Respectful behaviour**
- **Gender roles, stereotyping and equality**
- **Body confidence and self-esteem**
- **Prejudiced behaviour**
- **That sexual violence and sexual harassment is always wrong**
- **Addressing cultures of sexual harassment**

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

Awareness

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.

The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Managing allegations

All allegations of abuse made against other pupils and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the JMAT’s **Anti-Bullying Policy**.

The DSL will be informed of any allegations of abuse against other pupils, who will record the incident in writing and decide what course of action is necessary, with the best interests of the pupil in mind at all times.

If appropriate, a referral may be made to children’s social services and, depending on the nature of the incident, the police.

The DSL will decide which safeguards, if any, are necessary for the pupil, e.g. counselling support or immediate protection.

In all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the pupil at further risk of harm.

In order to prevent peer-on-peer abuse, each school will educate pupils about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and PSHE lessons regularly.

The JMAT will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, sex and relationship education (SRE) and group sessions.

13. Communication and confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.

Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.

Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.

Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.

External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival. Child protection files will be signed for upon receipt and a copy retained by school.

14. Training and Induction

When new staff, volunteers or regular visitors join the JMAT they will be informed of the safeguarding arrangements in place. They will be given a copy of the JMAT's safeguarding policy along with the staff

code of conduct and told who our Designated Safeguarding Lead is.

Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead. At induction, all staff will also be provided with a copy of Part One of *'Keeping Children Safe in Education'* (2019) and will be expected to read this.

In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with *'Keeping Children Safe in Education'* (2018) and advice from Rotherham/Doncaster LSCB. All staff members will also receive regular safeguarding and child protection updates (for example, via e-mail or at staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All regular visitors and volunteers will be given a set of our safeguarding procedures when they sign in using the electronic system (if applicable); they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is.

The DSL, the deputy DSL and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Rotherham/Doncaster LSCB at least once every two years. They will also receive regular safeguarding updates throughout the school year in order to keep up with any developments relevant to their role.

The Local Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children in the JMAT..

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of *'Keeping Children Safe in Education'* (2018) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation, Female Genital Mutilation, Children Missing from Education and Preventing Radicalisation. In addition, local guidance can be accessed via Rotherham LSCB at www.rotherham.gov.uk/safeguarding or Doncaster LSCB on www.dscb.co.uk. The DSL will also provide regular safeguarding updates for staff.

ROLES AND RESPONSIBILITIES

15. The Board of Directors

The Board of Directors of the James Montgomery Academy Trust are accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Board of Directors takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named Safeguarding Director who champions safeguarding within the JMAT.

The Board of Directors will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via the JMAT website and has been written in line with *'Keeping Children Safe in Education'* 2019, Local Authority advice and the requirements of both Rotherham and Doncaster Local Safeguarding Children Board (LSCB) policies and procedures;
- Staff members have due regard to relevant data protection principles which allow them to share personal information

- The schools in the JMAT contribute to inter-agency working in line with Working Together to Safeguard Children (2018);
- The JMAT has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism. This may include making a referral to the **Channel** programme which provides a mechanism for schools to make referrals (via MASH) if they are concerned that an individual might be vulnerable to radicalisation.
- The JMAT has due regard to the **mandatory** reporting duty which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of *'Keeping Children Safe in Education'* 2019 and the staff code of conduct;
- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'* (2019) and also Rotherham Child Protection Procedures.
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

16. The Head of School/ Headteacher

The Head of School/Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL)
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role
- Ensuring that the policies and procedures adopted by the JMAT/local governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures
- **Ensuring that all staff members use the electronic safeguarding system accurately and effectively, and in a timely manner.**
- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.
- Ensuring that all new staff, upon induction, are provided with the Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, and the identity of the DSL and any deputies.

17. The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education' 2019*. The DSL will provide advice and support to other staff on child welfare and child protection matters. At least one other person in school is designated as the Deputy Safeguarding Lead, they will be responsible for the role if the DSL is absent.

The DSL will undertake Safeguarding Training as recommended by Rotherham/Doncaster Safeguarding Children Board (RSCB) and updates this training every two years. Additionally, the DSL will receive updates to safeguarding training via forums, e-bulletins, e-learning, etc.

The DSL will undertake Prevent awareness and Channel training as a minimum, and ensure that staff receive Prevent training at induction.

The DSL will carry out regular safeguarding audits of JMAT schools to ensure compliance with all statutory requirements/guidance and best practice as defined by DfE/Ofsted.

Through appropriate training, knowledge and experience the DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments.

The DSL will maintain accurate electronic or written records and child protection files ensuring that they are kept confidential and stored securely.

The DSL will monitor the use of Safeguard (electronic recording system) across all JMAT schools, this includes referrals, behaviour and early help incidents and concerns.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by the RSCB/DSCB.

18. Implementing Procedures for Reporting Abuse

The JMAT will ensure that all schools:

- Have a member/s of staff who will act in the Designated Safeguarding Lead's absence who have also received multi-agency training, and who will be familiar with the roles and responsibilities and know the procedures to follow
- Ensure each school in the JMAT has a nominated governor responsible for safeguarding who has been appropriately trained
- Ensure all staff, volunteers and governors understand their responsibilities in being alert to the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection and the importance of reporting their concerns expeditiously.
- Ensure that all staff, volunteers and governors maintain an attitude of 'it could happen here' and when concerned about the welfare of a child always act in the best interest of the child.
- Ensure all staff are aware of the requirement to notify children's social care (MASH) immediately if there is an unexplained absence of any pupil who is subject to a Child Protection Plan (or an absence which has been explained by a parent or carer but the school is concerned)

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at inter agency meetings, strategy meetings and case conferences
- **Keep clear electronic or written records of concerns about children, even where there is no need to refer the matter immediately**
- Ensure each school in the JMAT provides a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations
- Ensure all staff understand the responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children. This may include contacting Social Care (MASH team on Rotherham) or the Local Authority Designated Officer (LADO) who will provide consultation and advice for anyone working with children
- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by making the policy available to them and sharing safeguarding procedures
- Ensure all members of staff have an awareness of types of abuse including Neglect, Child Sexual Exploitation, Radicalisation/Prevent and Female Genital Mutilation
- Ensure all members of staff are provided with opportunities to receive Basic Awareness training by the Local Authority Safeguarding in Education Officer or other source in order to understand their responsibilities relating to safeguarding children
- Ensure that all members of staff are aware of their responsibilities under the Prevent Duty and the mandatory reporting duty in relation to Female Genital Mutilation
- Ensure that all staff members are aware of the systems within the school or college which support safeguarding – this should include the safeguarding policy, staff behaviour policy (*see Guidance for Safer Working Practice*) and identify the Designated Safeguarding Lead and should be part of staff induction
- All staff members should read at least part 1 of *Keeping children safe in education September 2018 and 2019* and this should be part of staff induction
- Ensure that all staff recognise that all matters relating to child protection are confidential and the Headteacher/Head of School or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only
- Ensure all staff must be aware that they have a professional responsibility to share information to other agencies in order to safeguard children and that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another child.

19. Supporting Pupils who have been Abused

The JMAT will ensure that all schools:

- Recognise that a child who is abused, who witnesses violence or abuse who lives in a violent or abusive environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth (*Working Together 2018*)

- Recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm
- Be aware that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn
- Ensure these children are particularly closely monitored and supported and any concerns are recorded and reported to Social Care
- Ensure the DSL attends case conferences, core group meetings and other liaison meetings as necessary
- Implement a Personal Education Plan (PEP) for all Looked After Children and a Learning Support Plan or Individual Education Plan (IEP) for other children where there is a need for specific support in school.

20. Establish a Safe Environment

The JMAT will ensure that all schools will:

- Support the child's development in ways that will foster security, confidence and resilience in every aspect of school life including through the school curriculum
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- Ensure that children and young people are educated about the expectations they should have relating to the behaviour of adults who work with them
- Develop effective working relationships with all other agencies involved in safeguarding children such as Social Care, Community Family Teams, the Police, Child and Adolescent Mental Health Services, specialist domestic abuse support service and domestic abuse Multi Agency Risk Assessment Conferences (MARAC)
- Ensure that we have a named Designated Teacher for Looked After Children and that we provide the best opportunities and support for children to achieve the best outcomes and participate in school life
- Contribute to the wider safeguarding agenda by working with the local community and following government guidance to help our children live in a safe environment
- Recognise that staff working in the schools in the JMAT who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting and we will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support
- Ensure that other policies and publications which contribute towards safeguarding children and young people are acted upon, reviewed and updated regularly and appropriate advice sought from relevant staff within the Local Authority in relation to them.

21. Relevant Policies

To underpin the values and ethos of the JMAT and our intent to ensure that pupils are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying
- Positive handling and managing behaviour
- Managing Allegations against Staff
- Allegations of abuse against other pupils
- Safer Recruitment
- Mobile Phone
- Whistle-blowing
- Attendance
- Digital Safeguarding
- Social Media
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stay

22. Monitoring and review

This policy is reviewed annually by the **DSL** and the **Safeguarding Director**.

Any changes made to this policy by the above will be communicated to all members of staff. The policy is available for public view on the JMAT website.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is **September 2020**.

APPENDIX 1

Regulated activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.

Regulated activity includes:

- a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,
- b) work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:

- c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:
 - personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
 - health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.