PURPOSE

It is recognised we have a moral and statutory responsibility to safeguard and promote the welfare of all students.

At Caledonia Campus we endeavour to provide a safe and welcoming environment where children are respected and valued. It is the responsibility of everyone to be alert to the signs of abuse and neglect and to follow the procedures in place to ensure that children receive effective support, protection and justice.

The purpose of this policy and handbook is to provide clear priorities for safeguarding and promoting students' welfare in accordance with the statutory guidance Keeping Children Safe in Education including:

- protect children and others from maltreatment and keep children safe from harm
- raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- provide a systematic means of monitoring, recording and reporting of concerns and cases
- provide guidance on recognising and dealing with suspected child abuse and advise what to do if anyone has a concern about a child's welfare
- provide a framework for inter-agency communication and effective liaison
- identify strategies and interventions available to support children at risk
- ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- ensure that safe recruitment procedures are implemented
- comply with locally agreed inter-agency procedures and National Guidance.

SCOPE

This policy and supporting Procedures Handbook applies to all staff, trustees, volunteers and parents of both current and prospective students in the Campus.

The Policy and Procedures are consistent with those of the Local Safeguarding Children Board.

UPDATE TO POLICY

This Policy and Procedure Up-date since the last Issue 3 September 2016, comprises the following:

New Keeping Children Safe In Education – Statutory guidance for schools will commence 5th September 2016. The key Policy changes include:

Training
A copy of the KCSIE (at least Part 1) will be provided to all staff at the start of the Autumn Term 2016. This will form part of the training for the new Child Protection and Child Protection and Safeguarding Handbook. It will also be included as part of the induction process for all new staff, trustees and volunteers as well as the training (Appendix 3). This

will assist all staff in understanding and discharging their role and responsibilities towards safeguarding.

All staff should receive appropriate Child Protection and Safeguarding training at least annually (as Appendix 3) by the DSL including online safety.

The DSL, Deputy DSL and Safeguarding Trustee in addition to their formal training with the LSCB requirements (every 2 years) must ensure that their knowledge and skills are up-dated by way of the Optimus Insight Publication (Circulated from NSO), LSCB ip-dates, and DfE up-dates to guidance. This information should also be conveyed to all staff by way of emails and staff meetings.

Children are taught to keep themselves safe including online through teaching and learning opportunities as part of the curriculum.

The DSL must maintain a log of all training and up-dates in the development of the skills and knowledge of staff.

Staff Safeguarding Notice Board in the Staff Room.

Revised job description for DSLs and Deputy DSLs, with the following amendments: the role should be filled by a senior member of staff who is part of the Senior Leadership Team, (in our case the Headteacher) to lead on Channel Awareness including training (The Prevent Duty), support staff who make a direct referral to Social Care, ensuring the safe transfer of a safeguarding file to a new school. The DSL should also have the appropriate knowledge and training to protect and promote the welfare of a looked-after child (Up-dated Job Description Appendix 9).

Referrals to LAs and Inter-agency working
Campuss are encouraged to strengthen the links with the LA to ensure that all referrals have an impact and cooperation of multi-agency in follow up. Where this is not the case, the Campus should press for re-consideration to ensure concerns are addressed and that the child's situation improves.

Inter-agency working highlights the importance of data sharing and not allowing data sharing concerns to come before the safeguarding of a child.

Section 128 Checks –applicable to independent schools
Additional to DBS checks must be made as follows:
- Management roles - Trustees will require an additional prohibition check under Section 128 Direction which prohibits or restricts a person from taking part in the management of an independent school by the Secretary of State.
- EEA Checks individuals who have lived or worked outside of the UK

Filters and monitoring and online training of staff
Focus and Campuses should ensure that filters and monitoring systems are in place together with an agreed processes for monitoring for when filters do their job.

Acceptable Use Agreements
For students, staff and trustees.

Peer on Peer Abuse

Trustee Responsibility as the Proprietor, Policy, Practice and Training

Inspections from September 2015 will always report that the arrangements for safeguarding children and learners are effective in line with their Inspection Framework. The link is Section 70 School Inspection Service in the KCSIE document.

Other aspects of the Policy and Handbook up-dated:

- More emphasis on early help
- What to do if you are worried that a child is being abused
- Difference about what is meant by a concern and immediate danger
- Raising a concern (Whistle Blowing Policy)
- Types of abuse – abuse, neglect and safeguarding issues are complex and can overlap with one another. Definition of abuse updated to reflect the DfE guidance
- Harmful behaviours linked to safeguarding issues that can put children in danger.
- New Flowchart
- Clarity on steps in the process and expectations of what to expect from children's social care
- Mandatory reporting of FGM including honour-based violence, from 31 October 2015
- Record keeping and data sharing
- FLN added to Video Conferencing
- Recognition that an additional barrier can exist when recognising abuse and neglect of children with Special Educational Needs and Disabiliites
- Further information on a child missing from education – DfE Guidance as Appendix 8A
- Appendix 2, Safeguarding Audit Checklist – Self Assessment has been up-dated and should be carried out at least once per term or when there has been a change of policy or staffing
- Additional 'Concerns Form' (Appendix 1)
- Charity Commission Serious Indecent Reporting.

A copy of the completed Safeguarding Audit must be sent to the Focus School Support Office (debra.amor@focuslearningorg.com).

DEFINITIONS

This Safeguarding and Child Protection Policy sets out the Campus's commitment to Safeguarding and Promoting the Welfare of Children and Keeping Children Safe in Education.

Child – includes everyone under the age of 18.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

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

Designated Officer(s) – officers from the local authority designated as being the primary point of liaison in the event of allegations of abuse being made against the headteacher, principal, proprietor or member of governing body.

Designated Safeguarding Lead (DSL) formerly Designated Person.

Deputy Designated Safeguarding Lead (DDSL) formerly Deputy Designated Person.

Local Authority – LA.

Local Safeguarding Children Board – LSCB.

Parent – refers to birth parents and other carers of children.

Staff – refers to all those working for or on behalf of Caledonia Campus, full time or part time, temporary or permanent, in either a paid or a voluntary capacity.

POLICY STATEMENT

Safeguarding is everyone's responsibility and effective safeguarding arrangements at Caledonia Campus will be underpinned by two key principles:

- A child-centred approach. For services to be effective they should be based on a clear understanding of the needs and views of children.
- Everyone employed and who comes into contact with children at Caledonia Campus has a responsibility in relation to safeguarding.

At Caledonia Campus we listen to students and maintain a child centred approach to Safeguarding and Child Protection.

In most cases this will be the referral of concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. In day-to-day contact with children at risk, staff have an opportunity to note concerns and to meet with parents and other associated adults.

The procedures within this policy and the Child Protection and Safeguarding Handbook must be adopted in the event of a concern or incident of child abuse occurring.

Increasingly, schools are expected to work with, support and sometimes lead different agencies to enable the most appropriate form of intervention to take place. We will adhere to the professional judgements clarified by the Local Safeguarding Children Board and procedures to handle allegations against staff including referral to the LA Designated Officer(s) when appropriate.

This policy and associated handbook aims to outline the role that the Campus will have, the procedures that staff should take and guidance on issues related to child protection generally. It is not exhaustive. All staff should consider sensitively the needs and safety of the child as being at the centre of any decision they make.

A copy of this policy is made available to parents of students at the Campus as well as prospective parents and will be available on the Campus website.

The Optimus Insight Magazine will be distributed to Safeguarding Trustees, Designated Safeguarding Leads, Deputies and Headteachers from the Focus National Support Team. It provides up to date news, training and case studies in respect of safeguarding.

Statutory Guidance
The Teacher Standards 2012 state that teachers, including Headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The DfE Guidance, **Keeping Children Safe in Education,** sets out the legal duties and its procedures (set out below) and will be implemented at Caledonia Campus. This includes procedures related to Regulated Activity, Pre-Employment Checks including DBS Checks, Volunteers and Allegations against staff.

Part 1 Safeguarding Information for all staff – The Keeping Children Safe in Education Guidance will be made available to all staff in particular Part 1. All staff including new appointments will be trained in safeguarding procedures (Appendix 3) and the requirements of this policy.

Part 2 The Management of Safeguarding – provides guidance for the Board of Trustees

on their responsibility as the proprietor to ensure policy, practice and training is in place. The Board of Trustees will appoint a Safeguarding Trustee to oversee this.

Part 3 Safer Recruitment – Clarifies Regulated Activity including supervised and unsupervised access of volunteers. Supervised volunteers are not in Regulated Activity. For those engaged in Regulated Activity (see flowchart in the Handbook with regard to Regulated Activity), an Enhanced DBS with Barred List Information will be required.

- Pre-Employment Checks must be carried out for all new appointments.
- When using agency and third party staff the Campus must be obtain evidence from the 3rd party organisation supplying the staff that all Safer Recruitment checks have been carried out.
- An offer must be conditional upon satisfactory completion of pre-employment checks including:
  - Identity
  - Enhanced DBS with Barred List Check – if the applicant or new appointment subscribes to the DBS Up-dating Services you will be able to access this information on line
  - *Check applicants called for interview are not subject to a Teacher Prohibition Order or an interim Prohibition Order made by the Secretary of State
  - *Section 128 Direction – checks on Trustees to ensure that they are not prohibited or restricted from taking part in the management of an independent school
  - Verify mental and physical fitness to carry out the role (Disclosure on the Focus Application Form and completion of the Focus Medical Questionnaire once an offer is made to appoint). An annual Declaration will be required thereafter
  - Verify the right to Right to Work in the UK; further checks if lived outside the UK
  - If the person has lived or worked outside of the UK, an additional EEA check should be carried out via the NCTL Teacher Services
  - Verify professional qualifications
  - References for all shortlisted candidates; if required seek further clarification. If using an Agency or other third party, ensure that written notification is obtained that the necessary checks have been carried out – must include DBS Barred List and Identity.

*Teacher Prohibition Order or Interim Prohibition Orders, Section 128 Trustees Prohibited or restricted from taking management checks must be carried out via access to the Employer Access online (see access details in the Single Central Record). These checks are only possible for qualified teachers.

If a Campus knows, or has reason to believe, that an individual is barred, it commits an offence if it allows the individual to carry out any form of Regulated Activity.

Part 4 Allegations of abuse made against teachers and other staff – The guidance covers the duties and considerations of an employer and remains the same as per that offered in 2012 apart from one point; t'here are now four available outcomes instead of five', 'unfounded' has been removed. It covers supporting those involved, keeping records and confidentiality, managing the situation and exit arrangements.

DfE: Childcare Disqualification Requirements – February 2015
This is statutory guidance from the DfE on the application of the Childcare (Disqualification) Regulations 2009 (Appendix 10). It covers disqualification criteria, relevant offences and orders, staff covered, action for schools and disqualification by association.
Following further guidance from the DfE, Focus Schools currently do not meet the requirements for this check.

Keeping Children Safe in Education guidance will be read alongside **Working Together to Safeguard Children, A Guide to Inter-agency Working issued March 2015** which emphasises that effective safeguarding systems are those where:

- The child's needs are paramount, and the needs and wishes of each child should be put first, so that every child receives the support they need before a problem escalates
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children
- All professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care
- High quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child
- All professionals contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes
- Local areas innovate and changes are informed by evidence and examination of the data.

Extremism and Radicalisation – Prevent Guidance 2015
Focus Learning Trust has a statutory duty under The Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism in all its schools.

Extremism is defined as vocal or active opposition to the fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views which could include becoming distant or showing loss of interest in friends and activities or possession of materials or symbols associated with an extremist cause. Staff are expected to be vigilant in protecting students from the threat of radicalisation and refer any concerns to the Designated Safeguarding Lead. Staff will receive appropriate training to ensure they have the knowledge and confidence to identify students at risk, challenge extremist ideas and know where and how to refer concerns.

Reference The Prevent Duty Policy and Risk Assessment.

Children Missing Education – DfE Statutory Guidance September 2016 (Appendix 8A)
The Campus will inform the LA if a child is missing for 10 days or more without permission.

Removal of students from Roll
The Campus will notify the Local Authority when they are about to remove a student's name from the Campus admission register under any of the fifteen grounds listed in this guidance as Annex A. Full details of the student will be provided to the LA when removing a student from roll and all reasonable enquiries will be made to establish the whereabouts of the child jointly with the LA.

Adding a student to Roll
The LA will be informed within 5 days when adding a student to the admission roll at a non-standard transition point. Full details of the student will be provided to the LA.

This Guidance will also form part of the Admissions Policy.

CONTEXTUAL INFORMATION about Caledonia Campus relevant to the Child Protection Policy and its implementation in the Campus.

SCIS Guidance on Well-Being and Child Protection 2015 and GIRFEC Guide – copies of both documents are held in the staff rooms at both Ochil and Millden Centres.

APPENDIX to Safeguarding Policy

Safeguarding & Child Protection Procedures Handbook – Contents:

Roles & Responsibilities
- The Board of Trustees
- Role of the Chair
- The Safeguarding Trustee
- The HR Trustee
- Designated Safeguarding Lead
- Deputy Designated Safeguarding Lead
- Campus Staff

Good Practice Guidance for Staff
- Teacher Standards and Code of Conduct

Helping Children Keep Themselves Safe including on-line

Training
- Safeguarding for responsible officers
- Basic Training (Appendix 3)
- Newly Qualified Teachers
- Local Safeguarding Children Board Training
- NSPCC
- On-line Training
- Safer Recruitment Training
- Keeping up to date with skills and knowledge

Partnership with Parents
- Parent access to educational records

Guidance on Recognising Abuse (Appendix 5)
- types of abuse and neglect and how to recognise them
- bullying and 'cyber-bullying'
- child sexual exploitation
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation including honour-based violence
- forced marriage
- gangs and youth violence
- gender-based violence
- mental health
- peer on peer abuse
- private fostering

- radicalisation and extremism
- sexting including cyber bullying
- teenage relationship abuse
- trafficking

Dealing with Suspected Abuse (Appendix 11 Organisational Flowchart)
- Handling and managing allegations of abuse against staff, volunteers, the Headteacher or another student (peer on peer abuse)
- Children absconding or going missing from an educational setting
- Removal of a student from the school roll
- Adding a student to the school roll
- Making a referral
- Dealing with the media
- Safeguarding students on work experience
- Procedures for monitoring, recording & reporting
- The Child Protection File
- Transferring files
- Record keeping
- Data sharing
- Confidentiality

Supporting Children at Risk
- Early help
- Learning support
- The Personal Education Plan (EHCP)
- Support in Campus
- Physical Contact with children

Interagency Working
- Local Authority, Inter-Agency Liaison, including Local Safeguarding Children Board contact details
- LSCB and Designated Officer Contacts

Additional Resource website Links:
- NSPCC
- THINKUKNOW – CEOPs
- Safenetwork

Safer Recruitment
- Part 3 – Keeping Children Safe in Education
- Unsuitable to Work with Children Reporting
- Recruitment Policy and Procedures (refer to the Recruitment Policy)
- DBS flowchart and duties of the Campus in respect of DBS
- Pre-employment checks
- Single Central Record
- Duty of Campus to DBS
- Checking of volunteers and supply staff including those employed from agencies

Site Security

E-safety
- Mobile Telephone Policy and similar devices
- Camera and Using Images Policy and consent forms – images and photography
- Digital Technology and Misuse Policy
- ICT Policy – Filters and Monitoring
- Acceptable Use Agreements for staff and students

Social Media
Staff are expected to comply with the Trust's Social Media Policy, which includes having no contact with students via social media websites, text or personal mobile phones.

FLN, Video Conferencing, Extended School and off-site arrangements

Extremism and Radicalisation (The Prevent Duty)

Complaints

Charity Commission - Serious Incident Reporting

What Inspectors will expect to see
- Campus responsibility to ensure that all statutory requirements are met
- Safeguarding Checklist (Appendix 2)

Appendix Index
Appendix 1 Concern / Incident Child Protection File Front Sheet, Child Protection Chronology Sheet, Report Form, Referral Form, School Report Form

Appendix 2 Audit Checklist – Safeguarding In Focus Schools

Appendix 3 Power Point Presentation – Safeguarding & Child Protection Basic Training

Appendix 4 Training Log including up-dates on knowledge and skills

Appendix 4A Declaration Form for staff, trustees and volunteers: Keeping Children Safe in Education and Safeguarding and Child Protection Policy

Appendix 5 Recognising the signs of abuse, specific guidance and handout for Basic Training

Appendix 6 Legislation, associated publications and organisations

Appendix 7 Working Together to Safeguard Children, March 2015

Appendix 8 Keeping Children Safe In Education, September 2016 & DfE Statutory Guidance Childcare Disqualification Requirements, February 2015 (currently not applicable to Focus Schools)

Appendix 8A Statutory Guidance on Children Missing Education, September 2016

Appendix 9 Appendix to job description and person apecification for the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

Appendix 10 Display notice – Safeguarding Roles in School

Appendix 11 Organisational flowchart

Appendix 12 Additional contextual information about the Child Protection Policy and Safeguarding and Child Protection Procedures Handbook

Associated Documents
- Anti Bullying Policy
- Attendance Policy
- Behaviour Management Policy
- Camera and Using Images Policy
- Curriculum Policy documents and schemes of work for PSHE
- Data Protection Policy

- DBS Policy
- Disciplinary Procedure
- Health & Safety Policy including the following procedures:
  - Educational Visits
  - First Aid including arrangements for meeting the medical needs of children
  - School Security
- ICT Policy and Handbook including e-safety, internet security, website, Acceptable Use Agreements
- Filters and monitoring
- Digital Technology and Misuse Policy
- Induction of new staff and volunteers
- Learning Support (SEND) Policy
- Mobile Telephone Policy
- Physical Control Policy
- (The) Prevent Duty Guidance
- Recruitment Policy
- Safeguarding Hub – Monthly Newsletter
- Single Central Record (formerly Staff Credential Register)
- Social Media Policy
- Staff Handbook
- Visitors Policy
- Whistleblowing Policy
- Keeping Children Safe in Education, September 2016 as Appendix 8
- Children Missing Education, September 2016 as Appendix 8A
- Working Together To Safeguard Children (2015) as Appendix 9

Legislation
- Working Together To Safeguard Children (March 2015)
- DfE Guidance Keeping Children Safe In Education (September 2016)
- Prevent Duty Guidance: for England and Wales, 2015
- DfE Children Missing in Education (September 2016)

Appendix 6 Details the legislation, associated publications and organisations.
- Children and Families Act, 2014
- Childcare Act, 2006
- Counter-Terrorism and Security Act, 2015
- Protection of Freedoms Act, 2012
- Education Act, 2011
- Children and Young Persons Act, 2008
- Education and Inspections Act, 2006
- Safeguarding Vulnerable Groups Act, 2006
- Education (Independent Schools Standards) (England) Regulations, 2014
- Education (Provision of Information by Independent Schools) (England) Regulations, 2010

ISSUED BY

Focus Learning Trust

Issue date: September 2016   Review date: September 2017

Version: 4

Signed by Chair of Board of Trustees: Mr Tim White

At a Trust Meeting on (Date):. 26th January 2017