



CASTLEMAN ACADEMY TRUST

POLICY :

Safeguarding Children

Author: Chief Executive Officer
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Please note that this policy is one of the suite of CAT Policies for School Standards Boards to acknowledge.

This policy is given to all staff, governors and trustees to read and acknowledge annually at the start of the academic year.

CASTLEMAN ACADEMY TRUST

Safeguarding Children Policy

1. Introduction

The health, safety and well-being of ALL our children are of paramount importance to all the adults who work in our schools. Our children have the right to protection, regardless of age, gender, race, culture or disability.

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that we consider, at all times, what is in the best interests of the child.

(Keeping Children Safe in Education, September 2024)

Safeguarding and promoting the welfare of children is defined for the purposes of KCSIE and this policy as:-

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

(Keeping Children Safe in Education, September 2024).

Note for clarity:

Safeguarding – the umbrella term for preventative strategies that promote a child/ren's welfare, which aim to stop abuse or neglect before it starts. (This would also encompass safer recruitment, e-safety, safeguarding training etc.)

Child protection – the process of protecting a child/ren once abuse or neglect has been identified or is suspected. (This tells staff what to do if they have concerns about a child/ren.)

In our schools, we respect our children. The atmosphere within our schools is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

The schools teach respect, independence, inclusion and creativity and PSHE, as part of the National Curriculum including the latest statutory guidance for Relationships and Sex and Health education (September 2020) that teaches children how to be safe and keep safe. This helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, including those associated with being online and how to behave in response to them. This policy applies to all staff, governors, trustees and volunteers working in our schools.

The Role of School Staff

School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which children can learn.

All staff should be prepared to identify children who may benefit from early help. 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.

Any staff member who has any concerns about a child's welfare should follow the processes set out in this policy, as per Keeping Children Safe in Education 2024.

Staff should expect to support social workers and other agencies following any referral.

All CAT schools have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as local authority children's social care.

The designated safeguarding lead (and any deputies) work with staff to ensure they have a complete safeguarding picture and are the most appropriate people to advise on the response to safeguarding concerns.

As per The Teachers' Standards 2012, teachers (which includes headteachers) should at all times be cognisant of their duty to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

(Keeping Children Safe in Education, September 2024)

The Trust is committed to ensuring that staff, leaders and governors create a positive culture and ethos where safeguarding is an important part of everyday life, backed up by training at every level. There is a culture of vigilance where children's welfare is promoted and timely and appropriate safeguarding action is taken for children who need extra help or who may be suffering or are likely to suffer significant harm. Trust staff have an 'it could happen here' ethos and know that early intervention is more effective in promoting the welfare of children rather than reacting later. They are prepared to take actions as well as prevent incidents. This is supported through regular and appropriate training that is received by ALL staff within the Trust.

The Trust is committed to ensuring that staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk. Staff are made aware that safeguarding incidents/behaviours can occur outside school or college or be associated with outside factors; safeguarding doesn't stop at the school gate.

2. Policy Statement

This policy has been developed to ensure compliance with Section 175, Education Act 2002, Section 11 CA 2004 and Working Together 2023 and Keeping Children Safe in Education 2024. The school will follow the Pan Dorset Safeguarding Children Partnership procedures and implement recommendations from child safeguarding practice reviews to improve ways in which the school works to protect children.

This policy should be read in conjunction with:

- Staff Code of Conduct for Safe Working Practices for the Protection of Children and Staff
- Positive Handling Policy
- Staff Recruitment Policy
- E-Safety Policy
- Anti-bullying Policy
- Health and Safety Policy
- School Behaviour Policies
- Complaints Procedure
- Lettings Policy
- Attendance Policy
- Remote Learning Policy
- Staff Code of Conduct

3. Aims and Objectives

This policy ensures that all staff in our schools are clear about the actions necessary with regard to a child protection issue. These aims are supported through thorough training at every level for all staff within the Trust.

Its aims are PREVENTION, PROTECTION and SUPPORT.

Its objectives are:-

- to raise the awareness of all staff and identify responsibility in reporting actual and possible cases of abuse;
- to ensure effective communication between all staff when dealing with child protection issues;
- to lay down the correct procedures for those who encounter an issue of child protection, with reference to the Pan Dorset Safeguarding Children Partnership procedures, to ensure that all children feel safe to learn (this includes who to report concerns to);
- to promote effective and transparent liaisons with other agencies to protect all children.

We are committed to working with children to ensure that they are helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism, criminal exploitation and other forms of discrimination.

We are committed to providing early help, as this is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges. Therefore, we work to identify concerning behaviour as soon as possible.

It is important to note that some of our children are very young and therefore, our responses will be age appropriate and may not always involve the use of these technical terms.

4. Procedures

Systems are in place to ensure that all discriminatory behaviours are challenged and help and support are given to children about how to treat each other with respect. All aspects of safeguarding are included in individual school PSHCE/Relationships Education and Relationships and Sex Education (September 2020) curriculums so that children are taught to keep themselves safe.

We are committed to identifying any risks associated with children and learners offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being sexually or criminally exploited, they are known by the adults who care for them and shared with social care or other relevant agencies. There are plans and help in place that are reducing the risk of harm, or actual harm, and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate.

There is a named person in Trust schools who is the Designated Safeguarding Lead (DSL). This is normally the Headteacher/Head of School but s/he may delegate this responsibility in some circumstances to a deputy lead. There are named governors with responsibility for safeguarding who can be contacted via the school offices.

Schools within the Trust will nominate one member of staff to be the Designated Safeguarding Lead (DSL) and at least two deputies. They will report to the senior leadership team and School Standards Board regularly and carry out an annual audit of safeguarding which will be shared with the School Standards Board.

The role of the DSL is to lead in all matters relating to safeguarding and online safety within the setting. They will have the appropriate training, authority, time, funding, support and resources to fulfil the duties in the job description (KCSIE).

The school's DSL is also the Prevent Lead. They will be responsible for assessing the risk of pupils being radicalised or being drawn into terrorism and knowing what to do to support those assessed as being at risk. The Prevent Lead will work in partnership with other agencies to ensure that children are kept safe from extremist material at all times, including whilst accessing the internet.

All trust schools are committed to working with other agencies to identify and reduce the risks of child sexual and criminal exploitation. We aim to raise awareness with parents, staff and pupils and to provide advice or signpost parents to further advice.

The Trust is committed to ensuring that children are supported, protected and informed about the action which is being taken in relation to a safeguarding concern or child protection referral. Staff listen to the views of children at all times in relation to safeguarding concerns both relating to themselves or to other children and act on these concerns.

Our staff are aware of abuse, neglect and exploitation indicators which may signal that a child is at risk of abuse. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocation or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or parents feigns the symptoms or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious or fictitious illness by proxy.

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health and development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

We will do everything in our power to reassure victims that they are being taken seriously, we will support them and keep them safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug-taking and/or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos, can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

Inappropriate Sexual Behaviour and Sexual Harassment

For school staff, identifying inappropriate sexual behaviour can be a complex task. Children and adolescents are normally sexually curious and may behave inappropriately with each other – the boundary between sexual harassment and sexually abusive behaviour can be difficult to define.

Indicators of sexually abusive behaviour include:

- A significant age difference (4+ years) between children involved in sexual behaviour. An adolescent who seems interested in younger children would give rise to concern.
- Sexual behaviour involving bribery, threats or force. Children without the intellectual or physical resources to resist abuse are particularly vulnerable.
- A level of sexual knowledge inconsistent with what would normally be expected.
- Sexually intrusive/aggressive behaviour – poking objects or parts of bodies into their orifices. Defining behaviour as sexual harassment is difficult and a major issue is likely to be whether the sexual contact is consensual or not. A boy groping a girl may be an incident of inept behaviour

by an immature adolescent, it may indicate that the person has the potential to become a sexual offender, it may indicate that they themselves are a victim of abuse.

In all cases, it is essential that these incidents are treated seriously. Details must be recorded accurately and passed on to the Designated Safeguarding Lead. The needs of the victim must be addressed, in addition to ensuring that the perpetrator is educated to understand the seriousness of their behaviour.

Parents of both children should be contacted to give them an opportunity to support their child. It must be remembered that a criminal offence may have been committed and the parents of the victim have the right to pursue a complaint against someone who has assaulted their son/daughter. It must also be remembered that one or both parents/carers or a close relative may be the perpetrators.

Child on Child Abuse

All staff should recognise that children are capable of abusing their peers, both inside and out of school.

There are different forms of child on child abuse, such as:

- Sexual violence and sexual harassment. Parts one, two and five of Keeping Children Safe in Education sets out how schools and colleges should respond to reports of sexual violence and sexual harassment.
- Bullying and cyberbullying.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexting (also known as youth-produced sexual imagery). The DfE provides Searching, Screening and Confiscation Advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has published Advice for Schools and Colleges on Responding to Sexting Incidents.
- Initiation/hazing type violence and rituals.
- Upskirting. This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Serious Violence. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- Abuse within an intimate partner relationship.

Staff in our schools:

- Are vigilant for signs of child on child abuse.
- Understand that, even if there are no reports in school, it does not mean it is not happening. They will speak to the DSL if they have any concerns, no matter how seemingly small.
- Understand their role in preventing this behaviour and responding where they believe a child may be at risk from it. They will therefore challenge inappropriate behaviours between peers which may include, although not limited to:
 - Bullying (including cyberbullying, prejudice based and discriminatory bullying);
 - Abuse in intimate personal relationships between peers;

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child Sexual Exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing that they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse;
- Displaying inappropriate sexualised behaviour.

A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17-year-old if that person holds a position of trust or authority in relation to the young person. Non-consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his/her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

CSE is therefore potentially a child protection issue for all children under the age of 18. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of the school, this will result in an immediate referral to Social Care. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

National guidance can be found at <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Child Criminal Exploitation (CCE)

Gangs and organised criminal networks have increasingly exploited children and vulnerable adults in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They use children to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. Perpetrators can threaten victims (and their families) with violence or trap/coerce them into debt. The term 'county lines' is used to describe this behaviour.

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and/or being found out-of-area;
- Unexplained acquisition of money, clothes or mobile phones;
- Excessive receipt of texts/phone calls and/or having multiple handsets;
- Relationships with controlling/older individuals or groups;
- Leaving home/care without explanation;
- Suspicion of physical assault/unexplained injuries;
- Parental concerns;
- Carrying weapons;
- Significant decline in school results/performance;
- Gang association or isolation from peers or social networks;
- Self-harm or significant changes in emotional well-being.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing Youth Violence and Gang Involvement <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Any concerns will be addressed by using the school's safeguarding process, in which schools will work together with other agencies including the National Police Chief Council (NPCC) to identify and reduce risks relating to CSE and CCE.

Honour Based Abuse

Female Genital Mutilation (FGM)

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences including mental health problems, difficulties in childbirth causing danger to the child and mother and/or death.

FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman and to be marriageable. The practice is not required by any religion. FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.

FGM is prevalent in 30 countries. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East such as Iraq and Yemen, it has also been documented in communities in Colombia, Iran, Israel, Oman, The United Arab Emirates, The Occupied Palestinian Territories, India, Indonesia, Malaysia, Pakistan and Saudi Arabia. It has also been identified in parts of Europe, North America and Australia. FGM is illegal in the UK.

It is estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM; approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over have migrated to England and Wales who are living with the consequences of FGM. In addition, approximately 10,000 girls under 15 who have migrated to England and Wales are likely to have undergone FGM.

A requirement introduced on 31 October 2015 requires that teachers, including qualified teachers or persons who are employed or engaged to carry out teaching work in schools or other institutions, to report to the police 'known' cases of FGM in girls aged under 18. It is now a legal requirement on teachers to report concerns. The duty applies to any teacher who is employed or engaged to carry out 'teaching work', whether or not they have qualified teacher status, in maintained schools, academies, free schools, independent schools, non-maintained special schools, sixth form colleges, 16-19 academies, relevant youth accommodation or children's homes in England. The duty does not apply in relation to suspected cases – it is limited to 'known' cases (i.e. those which are visually identified or disclosed to a professional by the victim).

The duty does not apply in cases where the woman is over 18 at the time of the disclosure/discovery of FGM (even if she was under 18 when the FGM was carried out). Further information on this duty can be found in the document 'Mandatory Reporting of Female Genital Mutilation – Procedural Information'.

Forced Marriage

A forced marriage is where one or both people do not (or in the case of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be:

- Physical – for example, threats, physical violence or sexual violence;
- Emotional and psychological – for example, making someone feel like they are bringing ‘shame’ on their family;
- Financial abuse, for example taking someone’s wages, may also be a factor.

Any concerns from staff members or parents will be dealt with by the school’s DSL.

National guidance can be found at <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Breast Ironing

Breast ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breasts to stop them growing further. In the vast majority of cases, breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.

Preventing Radicalisation

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The Counter-Terrorism and Security Act (June 2015) legally requires schools to have ‘due regard to the need to prevent people from being drawn into terrorism’ (the Prevent Duty).

School staff should use their professional judgement in identifying children who might be at risk of radicalisation, and general safeguarding principles apply to keeping children safe. This includes where the school is concerned about students travelling to conflict zones. In such cases, further guidance can be sought from the Home Office and/or the schools’ Local Authority contact.

It is the responsibility of the Designated Safeguarding Lead, together with the (Executive) Headteacher/Head of School, to make an informed decision as to whether to make a referral to the LA. The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent Duty”).

Trust schools promote British values within schools, educating children in order to help minimise engagement in extremist activity.

Young People can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual is engaged with an extremist group, cause or ideology might include, but are not limited to:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology group or cause;
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- Attempts to recruit others to the group/cause/ideology, or communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- Using insulting or derogatory names or labels for another group, speaking about the imminence of harm from the other group and the importance of action now, expressing attitudes that justify offending on behalf of the group, cause or ideology;
- Condoning or supporting violence or harm towards others, or plotting or conspiring with others.

Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:

- Having a history of violence, being criminally versatile and using criminal networks to support extremist goals;
- Having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction), or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

We will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to Social Care and/or the Policy. Details of the referral will be shared with the appropriate and relevant authorities who will then process the referral as per the relevant procedures. This could include further referrals to other agencies.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that the Local Authority should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible, the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family, maintaining cultural identity. If we become aware of a child in a private fostering arrangement, we will notify the council's social care team. Advice about whether there is a need to notify the council can be obtained by calling the Local Authority.

Vulnerable and SEND Pupils

The Trust recognises that pupils who are subject to a child protection order or are a child in need are, or have been, subjects of abuse or neglect or have lived in situations of domestic abuse. In such cases, children may exhibit distressed or challenging behaviours and may not be reaching their full academic potential. It is the school's responsibility to ensure appropriate supports are in place for these pupils and actively promote the educational outcomes for vulnerable pupils. This is the responsibility of the Designated Teacher.

Particular vigilance will be exercised in respect of pupils who are subject to a Child Protection Plan and any incidents or concerns involving these children will be reported immediately to the allocated social worker. If the pupil in question is a looked-after child, this will also be brought to the notice of the designated person with responsibility for children in public care.

We acknowledge that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. We are aware that 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.

If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Safeguarding Lead as a safeguarding issue.

Children with mental health/emotional needs

All staff should be aware that mental health problems could be an indicator that a child may have suffered or is at risk of suffering abuse, neglect or exploitation. Pupils with mental health/emotional issues, or those with parents/siblings identified with mental health issues, will be offered additional support. The Trust understands that staff are 'well placed' to identify behaviour suggestive of a mental health problem or being at risk of developing one, and have a duty of care to report this.

All staff will have an awareness of mental health problems as an indicator of abuse, neglect or exploitation. They should understand the lasting impact of abuse, neglect and Adverse Childhood Experiences (ACEs) and their impact on mental health, behaviour and education, in line with 'Mental Health and Behaviour in Schools Guidance'. Schools will support pupils with strategies to develop their own emotional wellbeing through carefully planned interventions.

Where there is a safeguarding concern, staff should follow the usual safeguarding procedures.

Children who are lesbian, gay, bisexual, or gender questioning.

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published. The Trust will use this guidance to underpin its DRAFT LGBTQ policy.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition. This is reflected in the Trust's draft policy in this area.

CAT will uphold the recommendation that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice.

As such, when supporting a gender questioning child, CAT schools will take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that our staff endeavour to reduce the additional barriers faced and create and uphold a culture where they can speak out or share their concerns with members of staff.

Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

Schools work closely with other agencies to identify children and families who would benefit from early help. The wellbeing leads will provide support for children and signpost families to support services such as:

- CAMHS – Child and Adolescent Mental Health Services
- Local Authority's first response team
- Childline
- Kooth
- Mind Charity

More information can be found in <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Reporting a Concern

If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to children's social care immediately. We have a team of the Designated Safeguarding Lead, Deputy Safeguarding Lead and Headteacher/Head of School who are fully trained in safeguarding and child protection and should be approached in the absence of the Designated Safeguarding Lead before any referral is handled by an individual.

Anybody can make a referral in the absence of all of the above trained staff. All staff have a duty to report their concerns as soon as possible to the Designated Safeguarding Lead or, in their absence, to the Deputy Safeguarding Lead, Headteacher/Head of School, or CEO.

Staff should always inform the DSL or deputy if they feel that a child in their care shows:

- Different or unusual behaviour (including academic performance).
- Being at risk of suspension/exclusion or subject to multiple suspensions.
- Has a suspicion that a pupil is marked or bruised in a way that is not readily attributed to 'normal' knocks and scrapes.
- Notes behaviours or actions in a pupil which give rise to suspicions that the pupil may have suffered abuse.
- Received hints or a disclosure of any type of abuse from a pupil or from one of their friends.
- Mood changes – becoming withdrawn, depressed, lack of motivation, unusual emotional outbursts.
- Changes in the way the child operates in the classroom, especially relationships between peers.
- A sharing of puzzling statements or stories.
- Change to appearance, including inadequate clothing, poor hygiene, uncared for hair or skin, especially where these have been previously appropriate.
- A sudden need to take other children's food, especially 'break'.
- Any unexplained bruise or injury especially on the head, face or trunk.

Staff sometimes have an 'intuitive feeling' that all is not well with a child in their care that they know well. This in itself is not an indicator of any problems but may cause staff to be more aware of changes as they happen. This needs to be recorded and reported to the DSL. See also "Early Help".

In the first instance, this should be done verbally and recorded online using the school's systems (e.g. online using My Concern). However, as in all cases where referral to outside agencies is a possibility, accurate written records are vital. Our safeguarding reporting processes should be used to follow up any concern.

It is important that members of staff do not investigate or follow up suspicions of child abuse themselves, for instance by speaking with and/or questioning pupils or parents. It is the responsibility of the Designated Safeguarding Lead, together with the Headteacher/Head of School, to make an informed decision as to whether to refer the case to social services. This may be immediately following the expression of concern or after discussion with the pupil, his/her parents or carers, the member of staff, other staff and other agencies as appropriate.

Concerns can be shared with parents/carers in circumstances where sharing information would not put the child at further risk.

While staff must be circumspect about using 'hearsay' evidence, it must not be discounted without thought. Gossip is often, but not always, untrue. Such evidence may, together with other indicators, give us warning of an abusive situation. It is an essential requirement for all members of staff to record any conversation or contact that might be useful as evidence. We require staff to pass on concerns for a pupil's well-being if they hear of issues or are worried about the child. Concerns might include stress/anxiety, self-harming, eating disorder, medical, pregnancy, housing/accommodation issues.

It is the responsibility of the Designated Safeguarding Lead, together with the Headteacher/Head of School, to notify social services if there is an unexplained absence of more than two days of a pupil with a child protection plan. It is the responsibility of the Designated Safeguarding Lead, together with the Headteacher/Head of School, to ensure that when a pupil with a child protection plan leaves the school, their information is transferred to the new school immediately and the child's social worker is informed. All records must be kept securely, separate from the main pupil file, and in locked locations.

Children who are missing from education

Non-attendance could be a "red-flag" for safeguarding concerns. The schools will keep attendance and admissions registers accurate and up to date. The Attendance Policy is regularly updated and understood by all staff. Attendance is monitored regularly on an individual basis to ensure the safety of each child at our schools and this is part of the DSL role.

Concerns should be reported to the Local Authority.

Staff behaviour

The highest possible standards of behaviour are expected from staff, governors and volunteers. In particular, staff should be on their guard against:

- treating pupils or students as peers by adopting their mannerisms or slang;
- giving inappropriate details to students of their personal lives;
- seeming to favour particular students;

- using physical contact with students that is secretive or of a nature that could be considered indecent;
- not following school policy on searching or restraining students;
- failing to report concerns;
- using emotional abuse against children by ignoring, ridiculing, humiliating, harassing, intimidating, bullying or intentionally singling out any child for negative attention;
- dressing inappropriately.

It is the employee's responsibility to notify their Headteacher of anything now or in the future that affects, or might affect, their suitability to work in any of the Trust schools, including cautions, warnings, convictions, orders or other determinations made that would render them disqualified from working with children under the Childcare (Disqualification) Regulations 2018, replacement or similar legislation. Failure to notify the Headteacher will be a serious matter, considered as gross misconduct under the Disciplinary process and could result in summary dismissal.

At CAT, we will carry out routine DBS checks every three years. This is to reassure children, families and staff that the CAT takes its safeguarding responsibilities seriously. It also ensures that we guard against staff who may not report changes to their suitability to work in any of our Trust schools.

Whilst the statutory duty to disclose an association with a disqualified person has been removed, the Trust's duty to safeguard children is one that is of the utmost importance to us. We also have a duty to protect our staff. Therefore, the Trust expects staff who may have an association with a disqualified person to disclose this to the Headteacher. The Headteacher will work with the staff member to risk assess the potential danger to children and put strategies in place to protect both the staff member and children. Failure to declare may lead to disciplinary procedures.

The restraint log is always completed whenever a student is restrained. Searching of students always takes place in the presence of at least two members of staff.

Child abuse allegations made against staff

The school has procedures in place to handle allegations made against members of staff and volunteers. Procedures will mirror those set out in Part Four of Keeping Children in Education.

A child protection allegation made against a member of staff (including the Designated Safeguarding Lead) is the responsibility of the Headteacher/Head of School. All such concerns should be accurately recorded and reported to the Headteacher/Head of School as soon as possible.

As stated earlier, the member of staff should undertake no further investigative action. Such allegations should be referred to the Local Authority Designated Officer (LADO).

A child protection allegation made against the Headteacher/Head of School should be accurately and promptly recorded and referred onto the Chief Executive Officer who will, if necessary, obtain guidance from the DfE. There are also procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed due to safeguarding concerns or would have been had they not resigned. Please see Keeping Children Safe in Education Part 4.

Safer Recruitment

The Trust Board takes every precaution to prevent people who pose a risk of harm from working with children. This is achieved by:

- Adhering to the statutory responsibilities to check staff who work with children. In the case of a new appointment, the school follows the safer recruitment procedure required by government guidance.
- Carrying out DBS checks on all staff, both teaching and non-teaching, temporary, supply or salaried trainees. The details of these are held on a single central record. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the School Standards Board/Headteacher when working on the site. Any allegation regarding a supply teacher will be dealt with properly and in discussion with the LADO.
- Carrying out online searches for those offered a position within the Trust. As outlined in KCSIE, Trusts and schools are required to carry out online searches of candidates as part of due diligence and safeguarding procedures. Staff shortlisted for the role will be expected to agree to an appropriate online search undertaken on their name(s) should they be successful. A post will be offered, subject to a clear return on these searches. Any information given will be treated as confidential and will only be used in relation to the post for which they have applied.
- Signing the application form and submitting it in respect of the role applied for, prospective employees understand and agree that if shortlisted, an online search will be conducted on their name(s). Depending on the result of the search, the school may want to explore any findings with applicants during the interview stage.
- Taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensuring that volunteers are appropriately supervised. The Trust has written recruitment, selection and appointment policies in place.
- Ensuring at least one member of any appointment panel will have undertaken Safer Recruitment Training in line with safeguarding guidelines. Please see Keeping Children Safe in Education Part 3.

Safety on and off site

The safety of children inside school, moving around, arriving and leaving the school site are important considerations. Arrangements for this are set out in our Educational Visits and Health and Safety Policies.

Risk assessments are completed and approved before any trips away from the site are undertaken. Residential, overseas and activity trips are logged and monitored by the Local Authority. Children are offered facilities for changing (and, if needed, for showering) that offer them the level of privacy and safety appropriate to their age.

In case of extreme emergencies, schools have a lockdown procedure and have a whole school practice annually.

Welcoming other visitors/practitioners

Visitors to schools must follow the signing in procedure and read the safeguarding leaflet provided. They will be provided with a visitor badge which must be kept on during the visit and returned to the school office on departure, when the visitors will sign out.

Visitors with a practitioner role, such as a school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation. Visits by these practitioners should be arranged and booked in advance as much as possible. Practitioners will be required to bring their identity badges on all visits and to wear and show them on entry to the site when asked for ID confirmation.

Internet/online safety

Schools will ensure that pupils understand how to stay safe and behave online as part of existing curriculum requirements as the use of technology has become a significant component of many safeguarding issues. In cases of child sexual exploitation, radicalisation and sexual predation technology often provides the platform that facilitates harm.

Schools have procedures in place to safeguard all learners from unlawful, sexual or otherwise potentially harmful content on the internet. Information on internet safety and the importance of monitoring internet use will be made available to all parents at least annually. Reference is made to the E-Safety and Social Networking Policies.

Online Monitoring and Filtering – to be read in conjunction with the Trust e-Safety and Social Networking policy, Email Acceptable Use policy, Code of Conduct

Trust schools should provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material.

No filtering system can be 100% effective. An effective filtering system needs to block internet access to harmful sites and inappropriate content. It should not:

- unreasonably impact teaching and learning or school administration
- restrict students from learning how to assess and manage risk themselves

The Trust Board has overall strategic responsibility for filtering and monitoring and needs assurance that the standards are being met. Governing Bodies (SGBs) will be required to monitor and assure themselves that these are being met and report any issues – or examples of excellent practice – to the Trust Board, most likely via the Heat Map.

To do this, the Trust will expect each school, working with the Trust IT Lead to identify and assign:

- a member of the senior leadership team and a governor, to be responsible for ensuring these standards are met
- the roles and responsibilities of staff and third parties, for example, external service providers

The Trust IT lead, with the Trust senior leadership team (Headteachers) and school based IT leads, are responsible for:

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why
- reviewing the effectiveness of your provision
- overseeing reports

They are also responsible for making sure that all staff:

- understand their role
- are appropriately trained
- follow policies, processes and procedures
- act on reports and concerns

Senior leaders should work closely with governors, the designated safeguarding lead (DSL), the school based IT lead and the Trust Strategic IT lead in all aspects of filtering and monitoring.

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL should work closely together with the Trust IT Strategic Lead to meet the needs of each school, including training and support.

The DSL, with the Trust Strategic IT Lead, should take lead responsibility for safeguarding and online safety, which could include overseeing and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems

The Trust Strategic IT lead will have technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems
- understanding and evaluating the changing needs and potential risks of our schools and review the filtering and monitoring provision, at least annually

They will work with the senior leadership team and DSL to:

- procure systems
- identify risk
- carry out reviews
- carry out checks

The filtering system in our Trust applies to all:

- users, including guest accounts
- school owned devices
- devices (including personal devices) using the school broadband connection

Our filtering system:

- filters all internet feeds, including any backup connections
- is age and ability appropriate for the users, and be suitable for educational settings
- handles multilingual web content, images, common misspellings and abbreviations
- identifies technologies and techniques that allow users to get around the filtering such as VPNs and proxy services and block them
- provides alerts when any web content has been blocked

It is important to be able to identify individuals who might be trying to access unsuitable or illegal material so they can be supported by appropriate staff, such as the senior leadership team or the designated safeguarding lead.

Our filtering systems allow us to identify:

- device name or ID, IP address, and where possible, the individual
- the time and date of attempted access
- the search term or content being blocked

In order to ensure we meet all the standards of filtering and monitoring and that safeguarding of pupils is effective, all staff must report to DSLs, senior leaders, or IT leads in a school, if:

- they witness or suspect unsuitable material has been accessed
- they can access unsuitable material
- they are teaching topics which could create unusual activity on the filtering logs
- there is failure in the software or abuse of the system
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted material

5. Monitoring and Record Keeping

Where staff have concerns (see above), it is essential that these concerns are recorded and the child monitored over time using the school's safeguarding monitoring system e.g. 'My Concern' and Pan Dorset Safeguarding Children Partnership guidance.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Teachers may also be requested to monitor following a case conference or by another agency. They should not, however, be expected to manage cases alone.

Schools can play a vital role in helping abused children and those who are suspected of being abused by the effective monitoring and recording of certain aspects of the child's progress and behaviour in school. This is particularly important when there has been no direct disclosure of abuse, or when a child has

communication problems or is too young to give much information. Monitoring in school is particularly valuable because staff are in daily contact with children and used to monitoring them. They are uniquely placed to observe the behaviour of large numbers of children and likely to know what is 'normal' or 'usual' for a particular child.

Good records can be the basis of valuable contributions to child protection conferences and court cases, helping to ensure that sound decisions are made on the child's behalf.

Teachers and other school staff can record, as can other Local Authority staff in regular contact with the child e.g. Educational Social Worker or Psychologist.

All of the following should be recorded as relevant:

- patterns
- changes in mood
- changes in classroom functioning
- relationships (with peers, adults)
- behaviour
- statements, comments, stories, 'news', drawings
- general demeanour and appearance
- parental interest and comments
- home/family changes
- medicals
- response to PE/sport
- injuries/marks, past and present

How the information should be recorded

- The Designated Safeguarding Lead (DSL) will make the decision when to start or finish monitoring unless this decision is taken by an outside agency (e.g. after a case conference).
- Information and notes must be recorded on the school's recording system e.g. My Concern.
- All notes must record date, time and place, context, adults/others present, any noticeable non-verbal behaviour and the actual words used by the child. Notes should be signed.
- If recording bruising or injury, a body map is available on My Concern.
- Notes should be objective – including statements and observable facts, not interpretations or assumptions.
- Information which bears on a case of child abuse, or the risk of it, are excluded from reports to parents and it is important that it remains totally confidential.
- Files/records pertaining to a child of an enquiring parent/carer will be made available to that parent/carer should a formal request be made. Requests for information will be dealt with in accordance with the Trust's policy on the Freedom of Information Act. Working notes are not subject to disclosure but must eventually be summarised on file, then destroyed. Information about concerns is therefore kept by the DSL who will keep them in a secure place to ensure confidentiality at all times. This information may be needed as evidence in the future.
- The DSL will collate the information and may ask other staff (as appropriate) for contributions.
- The DSL will decide on further action which may be to contact the parents/social worker or may be to contact parents to find out further information e.g. changes of address, changes to child's home circumstances etc.
- If staff feel they need support with recording, they should refer to the DSL.

- When a concern is raised or an incident investigated, the record may be of a written or verbal disclosure, but pupils are not ordinarily expected to complete and sign written statements.
- After a concern has been raised, staff should take care to ensure consistent wording between reporting on MyConcern and other documentation.

Any action that the named person takes when dealing with an issue of child protection must be in line with the procedures outlined in the Pan Dorset Safeguarding Children Partnership recording guidance, available online via the website – www.pdscp.co.uk.

Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children’s welfare, including their educational outcomes. In order to ensure a child’s safety, schools in our Trust will share, where appropriate and in line with regulations, information regarding a safeguarding issue with safeguarding partners.

In sharing information as early as possible we will be better able to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging or where a child is already known to the local authority children’s social care.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. We will ensure due regard to the relevant data protection principles, which includes:

- Being confident of the processing conditions which allow practitioners to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’.
- Understanding that ‘safeguarding of children and individuals at risk’ is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is a good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protection the safety of children.

6. Escalation

6.1 Introduction

At no time must practitioner disagreement detract from ensuring that the child is safeguarded. The child’s welfare and safety must remain paramount throughout.

This procedure identifies a non-exhaustive list of potential areas of disagreement, guidance on preventing disputes and procedures to be followed when disputes cannot be resolved through discussion and negotiation between practitioners at front line level. It does not include procedures when there is a disagreement regarding the need to convene an Initial Child Protection Conference or the implementation of the Child Protection Plan. These complaints should be resolved with the conference chair and if it is not resolved at this stage, should be taken to Stage 2 of the Local Authority Complaints Procedure.

6.2 Potential Areas of Disagreement

- A referral not considered to meet the threshold for assessment by Children's Social Care;
- Children's Social Care conclude that further information should be sought by the referrer before a referral is progressed;
- There is disagreement as to whether child protection procedures should be invoked;
- Children's Social Care and the Police place different interpretations on the need for significant agency response in relation to a child protection enquiry;
- There is a disagreement over the sharing of information and/or provision of services;
- There is disagreement over the outcome of any assessment and whether the appropriate action plan is in place to safeguard and promote the welfare of the child.

6.3 Stage One: Preventing Disputes

Most disagreements can be resolved through discussion and negotiation. The practitioners involved should attempt to resolve differences through discussion within one working day, but if they are unable to do so, their disagreement must be reported by them to their line managers or equivalent.

With respect to most day-to-day issues, the relevant line managers will be able to resolve the disagreement. This contact should take place within 24 hours. The purpose of this contact is to review the available information and to resolve the concern. It may be helpful to consider the involvement of the designated or named practitioner at this stage in preference to use of line management.

Any action agreed should be fed back immediately to the relevant managers involved and the detail of the conflict and agreements reached should be recorded on the child's file.

6.4 Stage Two: Informal Dispute Procedure

Where it is not possible to resolve the matter at front line management level, the matter should be referred without delay to a second tier management level, within 24 hours.

The issue will then be considered at second tier management level and/or include Team Around the Family, with direct communication taking place with the designated practitioner or named practitioner for safeguarding within the individual agency or at a second tier management level.

6.5 Stage Three: Formal Dispute Procedure

If, despite following the Stage Two process, the disagreement remains, the matter will be referred to an appropriate Head of Service within Children's Services who will consider the matter with their equivalent level of management within the concerned agency who is in dispute. This escalation should be made within 24 hours in writing by the Team or Service Manager, directly to the Head of Service. An email is acceptable provided it is clearly marked as a 'Formal Escalation under the Escalation Policy'.

The purpose of escalating the dispute to this level is to reach a position where differing practitioner opinions have been taken into account and efforts made to explore whether the dispute has arisen through lack of clarity or understanding in the practitioner dialogue. Ultimately, a decision will need to be reached where agencies agree a way forward where the interests of the child take precedence over a practitioner stalemate.

6.6 Stage Four: Where Disagreements Remain

Any need to resolve a difference of professional opinion will be dealt with in line with the Pan Dorset Safeguarding Partnership Escalation Procedure.

This escalation should be made within 24 hours, in writing, by the Head of Service directly to the Director of Children's Services. An email is acceptable provided it is clearly marked as a 'Formal Escalation Under the Escalation Policy'.

In all cases where it has not been possible to resolve differences and/or where there may be lessons to be learned for future practice, consideration should be given to holding a multi-agency case review.

At any stage of the process, any action agreed should be fed back immediately to the second tier management of staff involved and the detail of the conflict and agreements reached should be recorded on the child's file.

Workers and manager should ensure that their correspondence has been received by following up their written contact with a phone call. Caution should also be taken when using email, not to copy or blind copy in a significant number of people as this can lead to confusion about the stage of the escalation and who is required to respond.

All disputes should be resolved in a timely way so that the welfare of the child remains paramount. In some situations, it may be required to instigate all of the stages within a short period of time or to escalate the process so that the safety of the child is not compromised.

7. Partnership With Parents

The Trust is committed to working with parents positively, openly and honestly. We share a purpose with them to educate, keep children safe from harm and have their welfare promoted. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child. Castleman Academy Trust will ensure that staff share with parents any concerns that they may have about their child unless to do so may place a child at risk of harm. The Trust encourages parents to disclose any concerns that they may have with their child's school. All parents are made aware of the Trust's Safeguarding Policy and parents are aware that this is on the schools' websites.

Schools within the Trust will always follow guidelines set down, and instructions given to us, by the Local Safeguarding Board and any advice given by external agencies with regard to sharing information with parents.

The Trust would like to ensure that parents are aware that the schools within the Trust receive information from the Police to alert the DSL in the school when there has been an incident of domestic abuse in a household where a pupil lives. The DSL is not informed of the detail of the incident, only that one has occurred. This allows the school to monitor and support the pupil. If staff have additional concerns, we will discuss the need for further safeguarding actions with social care. This information would only be shared with other staff on a restricted 'need-to-know' basis i.e. those who are immediately responsible for the pupil's welfare e.g. the class teacher. Where a multi-agency risk assessment conference (MARAC) occurs, the school may be asked for information and appropriate school-related information may be shared with the school after the meeting.

If a child is referred or assessed as a Child In Need, parents will continue to be informed of the educational progress of the child.

If a child protection referral is made, a case conference is held within 8 working days of the decision. The case conference offers the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all case conferences and meetings held under the LA guidelines.

We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons. We inform the child at all stages of who is involved, and what information we have given them.

We require all adults employed in our schools to have their application vetted through police records in order to ensure that there is no evidence of offences involving children or abuse.

Whilst volunteers would never be expected to work unsupervised with children, we do ask them to complete a DBS clearance to ensure the safety and wellbeing of all learners before working with us.

There may be times when adults in our school, in the course of their duty, use physical intervention to restrain children. The Head Teacher requires the adult involved in any such incident to report this to him/her immediately, and to record it in the interventions book.

8. Training

All adults in the school receive regular (annual) training to raise their awareness of abuse and their knowledge of agreed local child safeguarding procedures. All staff are expected to read and sign updated documents such as Keeping Children Safe in Education, Safeguarding Policy etc.

Governors and Trustees will undertake safeguarding training when first appointed to the role. There will be annual updates to this training provided by the Trust.

All newly qualified teachers in the school will be offered training as part of their induction, as appropriate. The Designated Safeguarding Lead will ensure that any new member of staff, teaching and non-teaching, is aware of the school's policy and the requirements of Child Protection Procedures as part of their induction. The designated teacher will attend training as required to enable them to carry out their duties. Training will be addressed for all staff as part of the SDP.

9. Monitoring and Review

The School Standards Boards regularly review any incidents and will link with the Designated Safeguarding Leads. A named governor participates in the school training with regard to the child protection procedures. This policy is reviewed annually by the School Standards Boards and the Trust.

Equality Impact

The Trust does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics.

Appendix

Important Contacts

FERNDOWN MIDDLE SCHOOL

ROLE	Name	Contact Details
Designated Safeguarding Lead (DSL)	Amber Barter	abarter@fernmid.dorset.sch.uk
Deputy DSL	Veronique Giddens	vgiddens@fernmid.dorset.sch.uk
Inclusion Lead	Laura Hitchins	lhitchins@fernmid.dorset.sch.uk
Head Teacher	Amber Barter	abarter@fernmid.dorset.sch.uk
Deputy Head	Alysia Dolan	adolan@fernmid.dorset.sch.uk
Local authority designated officer (LADO)	Martha Sharp	lado@dorsetcouncil.gov.uk
LA First Response Team or equivalent	Louise Dodds	safeguardingandstandardsadvisors@dorsetcouncil.gov.uk
Chair of Governors	Paul Clarke	pclarke@fernmid.dorset.sch.uk

Designated Safeguarding Lead and Deputies – cascade

	Role	Name
1.	Designated Safeguarding Lead	Amber Barter
2.	First Deputy Safeguarding Lead	Veronique Giddens