



**Godmanchester Community
Education Trust**

Safeguarding and Child Protection Policy 2017

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Introduction

Godmanchester Community Education Trust fully recognises the responsibility it has under section 175 (Section 157 for Independent Schools and Academies) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges “Keeping Children Safe in Education” (September 2016). All staff must be made aware of their duties and responsibilities under part one of this document (set out below).

Staff should read the above document together with Annex A of Keeping Children Safe in Education and “What to do if you’re worried a child is being abused: Advice for practitioners” (March 2015).

Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from early help
- Know what to do if a child tells them he/she is being abused or neglected
- Follow the referral process if they have a concern

(See Keeping Children Safe in Education, 2016, p6)

This policy sets out how the Trust’s board of directors discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the academies of the Trust. Our policy applies to all staff, paid and unpaid, working in the school including directors and governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/ carers may also contact the Trust, its academies and its local governors.

It is consistent with the Local Safeguarding Children Board (LSCB) procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING VULNERABLE CHILDREN those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

1. PREVENTION

- 1.1. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- 1.2. The trust will therefore:
 - 1.2.1. establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to
 - 1.2.2. ensure children know that there are adults in each school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
 - 1.2.3. include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
 - 1.2.4. include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills
 - 1.2.5. We use P.S! - Healthy and Safer Lifestyles Unit from the Cambridgeshire PSHE Service Personal Development Programme. This Unit reinforces essential skills for every child. Self esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the Unit.

2. PROCEDURES

- 2.1. We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board "Inter-Agency Procedures". A copy of these procedures can be found on the LSCB website: <http://cambridgeshirescb.proceduresonline.com/chapters/contents.html>
- 2.2. **The Designated Safeguarding Lead for Child Protection is:
Mrs Victoria Stanley**
- 2.3. The following members of staff have also received the Designated Person training:
Mr Rod Warsap, Mrs Claire Wood, Miss Tess Fielden and Mr Rick Smith
- 2.4. **The Board of Directors of the Trust nominated Local Governing Body members for Safeguarding and Child Protection are: Kate Forster (GCA) and Nancy Taplin (GBA)**
- 2.5. The Board of Directors of the Trust appoints a senior member of staff from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL should take lead responsibility for safeguarding and child protection.
- 2.6. The DSL should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See Keeping Children Safe in Education, Annex B)
- 2.7. The activities of the DSL can be delegated to appropriately-trained deputies (Designated Personnel, DP).
- 2.8. The lead responsibility for child protection remains with the DSL and cannot be delegated.
- 2.9. The DSL and DPs should undergo the two day training provided by the Education Child Protection Service
- 2.10. This training should be updated every two years

- 2.11. In addition to the formal training set out above the DSL and DPs should refresh their knowledge and skills e.g. via bulletins, meetings or further reading at least annually.
- 2.12. The Board of Directors of the Trust should also ensure that every member of staff, paid and unpaid, and the local governing body knows who the Designated Personnel are and the procedures for passing on concerns from the point of induction.
- 2.13. Keeping Children Safe in Education states “During term time the designated safeguarding lead (Or a deputy) should always be available (during school or college hours) for staff to discuss any safeguarding concerns. Godmanchester Community Education Trust define “available” in this instance as:

Available by telephone if one of the DPs is not there in person.

- 2.14. The Board of Directors of the Trust should ensure that DSLs and DPs take advice from a child protection specialist when managing complex cases. The Designated Personnel have access to professional consultations with staff working in the Multi-agency Safeguarding Hub (MASH). The Emergency Duty Team (out of hours) is also available. Contact numbers are found in Appendix B.
- 2.15. The Board of Directors of the Trust should consider having a nominated local governor for safeguarding and child protection who has undertaken appropriate training
- 2.16. The Board of Directors of the Trust should ensure every member of staff and every governor knows:
- the name of the designated person/s and their role
 - how to identify the signs of abuse and neglect
 - how to pass on and record concerns about a pupil
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DP
 - that they have a responsibility to provide a safe environment in which children can learn
 - where to find the Inter – Agency Procedures on the LSCB website
- 2.17. The Board of Directors of the Trust should ensure that all staff members undergo safeguarding and child protection training at induction. The training should be regularly updated. In addition all staff members should receive regular safeguarding and child protection updates as required but at least annually
- 2.18. The Board of Directors of the Trust should ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies
- 2.19. The Board of Directors of the Trust should ensure that parents are informed of the responsibility placed on the schools and staff in relation to child protection by setting out these duties in the school prospectus/brochure/website
- 2.20. The Board of Directors of the Trust should ensure that this policy is available publicly either via the Trust websites or by other means.
- 2.21. Where pupils are educated off site or in alternative provision, the Trust and the provider will have clear procedures about managing safeguarding concerns between the two agencies.

2.22. **Liaison with Other Agencies**

The schools will:

- a) work to develop effective links with relevant services to promote the safety and welfare of all pupils
- b) co-operate as required, in line with Working Together to Safeguard Children 2015, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups
- c) notify the relevant Social Care Unit immediately if:
 - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan

2.23. **Record Keeping**

The schools will:

- a) keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately
- b) ensure all records are kept securely, separate from the main pupil file, and in a locked location
- c) ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the Education Child Protection Record Keeping Guidance
- d) make parents aware that such records exist except where to do so would place the child at risk of harm.
- e) all actions and decisions will be led by what is considered to be in the best interests of the child.

2.24. **Confidentiality and information sharing**

- i. Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent Trust staff from sharing information with relevant agencies, where that information may help to protect a child.
- ii. Child protection records are subject to the provisions of the Data Protection Act, 1998. This means that a parent, or young person of sufficient age and understanding, may make a request to see the child protection record. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the Designated Safeguarding Lead/Head of School.
- iii. The Designated Safeguarding Lead will take advice from the Information Governance Team and together a decision will be made about what information to share. This decision will consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.

The schools will:

- ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care as required.

(See “Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers”, DfE 2015)
- ensure that the Designated Safeguarding Lead/ Person will only disclose any information about a pupil to other members of staff on a ‘need to know’ basis.
- make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- ensure staff are clear with children that they cannot promise to keep secrets.

2.25. **Communication with Parents/Carers**

The schools will:

- a) ensure that parents/carers are informed of the responsibility placed on the schools and staff in relation to child protection by setting out its duties in the schools’ prospectus/website.
- b) undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If any school believes that notifying parents could increase the risk of harm to the child, advice will be sought from Social Care. (Further guidance on this can be found in the Inter-agency Procedures of the Local Safeguarding Children Board)
- c) Particular circumstances where parents may not be informed include any disclosure of sexual abuse or physical abuse where the child has an injury.
- d) record what discussions have taken place with parents on the Log of Concern about a Child’s Welfare or if a decision has been made not to discuss it with parents, record the reasons why.

3. SUPPORTING VULNERABLE CHILDREN

- 3.1. We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.
- 3.2. School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.
- 3.3. We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.
- 3.4. **The Trust and its academies will support the pupil through:**
 - 3.4.1. Curricular opportunities to encourage self-esteem and self-motivation
 - 3.4.2. An ethos that actively promotes a positive, supportive and safe environment and values the whole community
 - 3.4.3. The Trust’s behaviour policy will support vulnerable pupils in the schools. All staff will agree on a consistent approach, which focuses on the behaviour of the child

but does not damage the pupil's sense of self worth. The schools will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred

- 3.4.4. Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams
- 3.4.5. A commitment to develop productive and supportive relationships with parents/carers
- 3.4.6. Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- 3.4.7. Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire Local Safeguarding Children Board "Inter - Agency Procedures"
- 3.4.8. When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Unit will also be informed
- 3.4.9. When a child is missing from education, the schools will follow the procedure as set out in Cambridgeshire's Children Missing Education guidance and inform the Education Welfare Officer and Social Care if a child is subject to a Child Protection Plan or there have been ongoing concerns.

3.5. **Substance Misuse and Child Protection**

- 3.5.1. The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the schools will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

3.6. **Children of Substance Misusing Parents/Carers**

- 3.6.1. Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.
- 3.6.2. When the schools receive information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.
- 3.6.3. This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

3.7. **Domestic Abuse**

- 3.7.1. Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.
- 3.7.2. Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: Psychological, physical, sexual, financial and emotional.
- 3.7.3. This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.
- 3.7.4. Schools are ideally placed to offer appropriate support, alongside other agencies, whether families are in crisis, or whether there are early signs of potential abuse.

3.8. **Female Genital Mutilation (FGM)**

- 3.8.1. "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". (Multi-agency statutory guidance on female genital mutilation, April 2016).
- 3.8.2. The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.
- 3.8.3. FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.
- 3.8.4. It is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to

the police. (Multi-agency statutory guidance on female genital mutilation, April 2016)

- 3.8.5. The Trust takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.
- 3.8.6. The Designated Safeguarding Lead will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

3.9. **Child Sexual Exploitation (CSE)**

- 3.9.1. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
- 3.9.2. Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups.
- 3.9.3. It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.
- 3.9.4. Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.
- 3.9.5. Schools will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.

4. **Peer on Peer Abuse**

- 4.1. Peer on peer abuse can manifest itself in many ways. This can include sexual bullying, being coerced to send sexual images, sexual assault and teenage relationship abuse. There are clear links with sexual exploitation and domestic abuse.
- 4.2. This form of abuse will not be tolerated and victims will be appropriately supported. Any indication that a child has suffered from peer on peer abuse will be dealt with under the child protection procedures outlined in this policy.
- 4.3. Consideration will always need to be given to the welfare of both the victim(s) and perpetrator(s) in these situations.

- 4.4. The schools will include within the curriculum, information and materials that support children in keeping themselves safe from abuse including abuse from their peers and online.
- 4.5. Additional guidance on sexting can be found in “Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS)

5. Prevention of Radicalisation

- 5.1. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 5.2. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Trust is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 5.3. The Counter-terrorism and Security Act, 2015 places a duty on authorities (including schools) ‘to have due regard to the need to prevent people from being drawn into terrorism’. These duties should be seen alongside schools’ duties to promote British values as a means of “building children’s resilience to radicalisation”.
- 5.4. All staff of the Trust will be made aware of this duty.
- 5.5. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead/Prevent Lead.
- 5.6. See also “The Prevent Duty, Departmental advice for schools and childcare providers”, June 2015, Department for Education and “Revised Prevent Duty Guidance: for England and Wales”, July 2015, HM Government

6. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 6.1. The Trust will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of the government guidance ‘Keeping Children Safe in Education’ (2016).
- 6.2. The following members of staff have undertaken Safer Recruitment training :
Mr Rod Warsap, Mrs Claire Wood and Mrs Sarah Spira
- 6.3. Any allegation of abuse made against a member of staff will be reported straight away to the Executive Headteacher or Head of school. In cases where the Executive

Headteacher is the subject of an allegation, it will be reported to the Chair of Board of Directors. (See Allegations flowchart Appendix C.) In the cases where the Head of School is the subject of an allegation, it will be reported to the Executive Headteacher. The Trust will follow the procedures set out in Part four of Keeping Children Safe in Education.

- 6.4. Under Section 75 of the Childcare Act, 2006 individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified “by association” if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings. All staff sign a self-declaration form to confirm that they are not “disqualified by association”. A record of self-declaration is kept on the Trust’s Single Central Record.
- 6.5. The Trust will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education, 2016 and the Trust's Allegations Against Staff and Volunteers Policy.
- 6.6. The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Executive Headteacher, Head of School or Chair of Board of Directors should not seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 6.7. The Trust will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed by the Trust and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 6.8. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 6.9. Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 6.10. The Trust will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Trust’s Code of Conduct. As part of the induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

- 6.11. All staff have signed to confirm that they have read a copy of the Trust's Code of Conduct, Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (October 2015).
- 6.12. The Trust will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- 6.13. The Trust will ensure that communication between pupils and adults, by whatever method, is transparent and takes place within clear and explicit professional boundaries and is open to scrutiny.

7. OTHER RELATED POLICIES

- 7.1. Physical Intervention and/or the Use of Reasonable Force (reference – DfE, use of reasonable force – Advice for headteachers, staff and governing bodies)

Anti-Bullying

Health and Safety

E-Safety

ICT Code of Conduct

Intimate Care Policy

Whistleblowing

Complaints procedure

Behaviour

- 7.2. Use of Mobile Phones Policy

- 7.2.1. This is a requirement for all Nursery or primary schools with EYFS but any school may wish to adopt the policy.

- 7.2.2. The Trust's policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the Trust has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

For Nursery and Primary Schools – Section 3 – The Safeguarding and Welfare

Requirements of the Statutory Framework for the Early Years Foundation Stage

8. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

- 8.1. As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

- 8.2. The Trust has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.
- 8.3. Where necessary, the Trust will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.
- 8.4. We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

9. THE BOARD OF DIRECTORS CHILD PROTECTION RESPONSIBILITIES

- 9.1. The Board of Directors fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training of the Trust are effective and comply with the law and government guidance at all times.

It will:

- nominate a director for safeguarding and child protection who will take leadership responsibility for the Trust's safeguarding arrangements and practice and champion child protection issues
- ensure an annual report is made to each local governing body, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay
- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the Trust's websites.
- ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

- 9.2. Extended Schools and Before and After School Activities (on or off Trust sites)

- 9.2.1. If a school of the Trust provides extended school facilities or before or after school activities directly under the supervision or management of Trust staff, the Trust's arrangements for child protection as written in this policy shall apply.

- 9.2.2. Where services or activities are provided separately by another body, either on or off Trust sites, the Board of Directors will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the schools on these matters where appropriate.

This policy was ratified on
and will be reviewed on

18th September 2017
1st September 2018

Signed by:

the Executive Headteacher
Chair of the Board of Directors
Designated Safeguarding Lead

Rod Warsap
Phil Mackay
Victoria Stanley