



Child Protection Policy

To be read in conjunction with the
Child Protection Procedures for individual schools

Last amended 21.08.19 by Heather Watson

Reviewed & Approved by Karen Dadds, DSL, August 2019

Ratified by the Board of Trustees 04.12.19

Next review date September 2020

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

The person who takes leadership responsibility for safeguarding within the Twynham Learning Multi-Academy Trust is

Karen Dadds

The child protection policy for Twynham Learning is based on a template provided by the Dorset Safeguarding and Standards Team; it reflects the Pan-Dorset Inter-Agency Safeguarding Procedures (on the Dorset Safeguarding Children Board website) and 'Keeping Children Safe in Education' 2019.

This document outlines the overarching safeguarding policy for the Twynham Learning Multi-Academy Trust (the Trust) and should be read in conjunction with the detailed child protection procedures for each school within the Trust and the child protection summary sheet. The summary sheet is printed separately and provided routinely for those adults who will not have the opportunity to read the policy and procedures in their entirety but will have unsupervised contact, even as a "one-off", with students on a temporary or intermittent basis such as supply, peripatetic or visiting professionals.

A. Safeguarding Policy

The Trust recognises that the welfare of the child is paramount: the needs and wishes of each child will be put first. Throughout this document, 'child' refers to a young person under the age of 18.

We take seriously our duty to safeguard and promote the welfare of the children and young people in our care.

Safeguarding children is everyone's responsibility. The guidance should be read alongside the statutory guidance "**Working Together to Safeguard Children**" and departmental advice "**What to do if you are worried a child is being abused - Advice for practitioners**".

HM Government statutory guidance, defines safeguarding as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best life chances.

The Trustees will act in accordance with Section 175 / Section 157 of the Education Act 2002 and the supporting statutory guidance 'Keeping Children Safe in Education' 2019 to safeguard and promote the welfare of children in the Trust's schools.

The Trustees are accountable for ensuring that the Trust meets its statutory responsibilities for safeguarding and that all policies, procedures and training are in place and effective.

It is a Dorset, Bournemouth and Poole Safeguarding Standard (recommended by the Dorset, Bournemouth and Poole Safeguarding Children Boards) that governors receive an annual report from the Designated Safeguarding Lead and Nominated Governor in order to help monitor compliance with statutory responsibilities.

The Standards also include that each school and college completes and submits to the Safeguarding Children Board an annual audit of its safeguarding and child protection arrangements, including an action plan.

All children have the right to be safeguarded from harm or exploitation whatever their

- age
- health or disability
- gender or sexual orientation
- race, religion, belief or first language
- political or immigration status

Trustees, governors, staff and regular volunteers working within the Trust understand the importance of taking appropriate action and working in partnership with children, their parents/carers and other agencies in order to safeguard children and promote their welfare.

The purpose of this policy is to:

- afford protection for all students
- enable staff and volunteers to safeguard and promote the welfare of children
- promote a culture which makes our schools safe places to learn and in which children feel safe

This policy applies to the Headteachers, all staff, including supply and peripatetic staff, regular volunteers (ie those who come into school once a week or more or 4 times in a 30 day period), governors or anyone working on behalf of the Trust.

We will endeavour to safeguard children and young people by:

- always acting in their best interests
- valuing them, listening to and respecting them
- involving them in decisions which affect them
- never tolerating bullying, homophobic behaviour, racism, sexism or any other forms of discrimination, including through use of technology
- ensuring the curriculum affords a range of opportunities to learn about keeping themselves safe, particularly when using technology
- exercising our duties under the Counter-Terrorism and Security Act 2015 by ensuring all staff attend 'Prevent' training in respect of radicalisation and extremist behaviour and by assessing the risk of our students being drawn into terrorism
- supporting attendance and taking action if a child is missing school regularly
- appointing a senior member of staff from our leadership team as the Designated Safeguarding Lead (DSL) and ensuring this person has the time, funding, training, resources and support to perform the role effectively
- appointing at least one Deputy Designated Safeguarding Lead to ensure there is always someone available during school hours for staff to discuss any safeguarding concerns
- appointing a Designated Teacher to promote the educational achievement of children who are Looked-After (in care) and to work closely with the virtual school head to discuss how pupil premium plus additional funding can support the progress of these children
- ensuring that staff working with Looked-After Children have information appropriate to their role regarding, for example, the child's care arrangements, legal status and contact with birth parents
- making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures and also understand their individual responsibility to take action
- ensuring that all those named above (ie DSLs and Deputy DSLs; Designated Teacher; Headteacher, all staff and regular volunteers) have training appropriate to

their roles as set out in statutory guidance or recommended by the Dorset, Bournemouth and Poole Safeguarding Children Boards

- identifying any concerns early and providing appropriate help to prevent them from escalating, including working with parents/carers and other agencies as appropriate
- sharing information about child safeguarding concerns with agencies who need to know, and involving children and their parents/carers appropriately
- acknowledging and actively promoting that multi-agency working is the best way to promote the welfare of children and protect them from harm
- taking the right action, in accordance with Dorset, Bournemouth and Poole Safeguarding Children Boards inter-agency safeguarding procedures, if a child discloses or there are indicators of abuse
- keeping clear, accurate and contemporaneous safeguarding and child protection records
- recruiting staff and volunteers (including host families) safely, ensuring all necessary checks are made in accordance with statutory guidance and legal requirements and also making sure that at least one appointment panel member has undertaken safer recruitment training
- providing effective management for staff through induction, support and regular update training appropriate to role
- adopting a code of conduct for all staff and volunteers which includes acceptable use of technologies, staff/student relationships and communications including the use of social media
- ensuring our online safety process includes appropriate filters and monitoring systems
- ensuring staff and volunteers understand about 'whistle blowing' and how to escalate concerns about students or staff if they think the right action has not been taken to safeguard children
- promoting a culture in which staff feel able to report to senior leaders what they consider to be unacceptable behaviour or breaches of the school Code of Conduct by their colleagues, having faith that they will be listened to and appropriate action taken
- dealing appropriately with any allegations/concerns about the behaviour of staff or volunteers in accordance with the process set out in statutory guidance

This child protection policy forms part of a suite of policies and other documents which relate to the wider safeguarding responsibilities of the Trust. In particular it should be read in conjunction with the

- child protection procedures for each school
- staff behaviour policy (code of conduct)
- e-safety policies for students and staff, which include use of mobile technology
- safer recruitment policy and procedures
- procedures to handle allegations against members of staff and volunteers, including referring to the Disclosure and Barring Service (when appropriate)
- whistle blowing policy
- procedures to respond appropriately when children are missing education
- anti-bullying procedures

These policies and procedures are stored on the Trust's websites and copies are available from the Clerk to the Governors.

Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?	Child Protection Policy
2. Upon whom will this impact?	All staff and students within the Trust's schools

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups			√
Gender			√
Disability			√
Religion, faith or belief			√
Sexual orientation			√
Transgender			√
Age <small>(N/A to pre-school and school children)</small>			√
Rurality			√

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by Karen Dadds, DSL, June 2017, reviewed August 2019

Comment by CEO:
