

1. New DfE document and revised policy from September 2016.

The DfE have revised the document “Keeping Children Safe in Education” from September 2016. You will be aware that all staff are expected to have *read and understood* Part 1. The new Part 1 is much longer and the key points have been incorporated into the revised Child Protection Policy. You will be asked to sign a new declaration for this document.

Senior staff and staff working directly with children in a pastoral support capacity should read the whole of the revised document.

Part 1 along with the revised Child Protection Policy and the job description for the Designated Senior Person (DSP) and the staff code of conduct are now in the staff handbook. These are the key documents as specified by the DfE for all staff. Other documents will be available on the new trust **Safeguarding Information Hub**. They are for information and should be referred to as needed but please be familiar with what is there.

2. All staff have responsibility for safeguarding our children

Staff responsibility has a higher profile. All staff to be aware of their responsibility to act upon any concerns and the academy procedure. Referral is usually straight to the DSP but if there is an urgent need and you cannot make contact with the DSP or a senior member of staff then you must refer to the MASH (Multi Agency Safeguarding Hub) team on 101.

You must also refer to the Principal if you are not satisfied with the response you get over a referral or if you have not had any feedback from the DSP within one working day.

It is now a statutory requirement for teachers to report any concern regarding Female Genital Mutilation (FGM).

Please be aware of the trust’s whistleblowing procedures and there is also useful information and an advice line on the NSPCC website.

The academy DSP has responsibility for the operation of safeguarding procedures within the academy. The Principal/Associate Principal is responsible for following up any concerns or actions re the DSP and providing them with support. The CEO is the Safeguarding Director on behalf of the Board of Directors.

3. Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. It can also prevent any further problems from arising.

To be effective early help relies upon staff working together in the trust and with local agencies to:

- Identify children and families who would benefit from early help
- Undertake an assessment of the need for early help; and
- Provide targeted early help services to address the needs of the child and their family.

The actions regarding early help are the role of the pastoral teams in each academy. However, all staff have a role in helping to identify issues that start to arise. Teachers and support staff have day to day contact with pupils and so are in a unique position to identify concerns early on.

The role of all staff is to be aware of the signs of abuse and emerging issues or changes in behaviour that cause concern and report these to the DSP. It is best to be safe and report concerns however small these may seem. Staff are reminded that actions are to be taken in the best interest of the child. The academy DSP and pastoral team will then act upon these concerns following inter-agency guidelines.

Staff should be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, e.g. substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care; and/or
- is showing early signs of abuse and/or neglect.

4. Specific safeguarding issues

All staff are to be aware that drugs, alcohol, truanting and sexting put children in danger. There are some high profile issues: Peer on peer abuse including sexting; cyber bullying; Honour-based violence; trafficked children; private fostering; forced marriage; child exploitation and e-safety. The DfE document adds the following to the list as well: hate; missing children and adults; relationship abuse (was teenage relationship abuse). Details will be added to the Information Hub.

5. Performance management

It is planned to have safeguarding in the performance management process to show how important we think this is and for you to have the opportunity to discuss trust policy and procedure with your line manager.

6. Single Central Record

This is the staff recruitment and employment checks stored as a single document and inspected by OFSTED. It details all the checks undertaken on all staff. One area of concern is the medical history and declaration for some older or longer employed staff. Please support us by completing the information requested by Elaine Snell.

7. All staff are required to: (extract from the revised CP policy)

- Be aware of the systems in place to support safeguarding and the key documents in the staff handbook:
 - Child Protection policy and procedures;
 - staff code of conduct;
 - the role of the Designated Safeguarding Leader (DSP);
 - “Keeping Children Safe in Education” 2016 Part 1.
 - Senior leaders and staff in pastoral support should read Annex A of “Keeping Children Safe in Education 2016”. It is highly recommended for all staff.
- Know that extra information about safeguarding and the associated policies are on the academy and/or Trust website. Staff may also refer to the NSPCC website.
- Act in the best interests of the child. Their wishes and feelings can be considered but you are in the role of the adult and should ensure the best interests are served which may not always be in line with the child’s wishes and feelings.

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- Ensure that they have read and understood safeguarding policies and understood the training given and updates.
- Know what to look for in the early identification of abuse and neglect and seek advice from the DSP or other senior staff if needed. See ‘Recognising Abuse’ in Section A and “What to do if you are worried about a child is being abused-Advice for practitioners” on the trust website. The NSPCC website provides further information.
- Be aware of the academy and trust procedures for child safeguarding, recognise signs and concerns and maintain an open mind. All concerns regarding the welfare of students should be recorded using your academy system and discussed with the Designated Senior Person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.
- Ensure that you are familiar with what to do if a child discloses to you or you have a concern.
- Be clear about the Early Help Process and your role in it
- Be clear what you need to do if you have a concern about a child
- Ensure you are aware of whistleblowing procedures if you are concerned about the actions of a member of staff or a visitor.
- Inform the DSP or Principal of any concerns about poor or unsafe practice and potential failures in the academy or trust’s safeguarding regime
- If you are not satisfied that sufficient action has been taken or that your concern has not been taken seriously enough then you must refer this to the Principal or another senior member of staff in the academy or the trust. This may include the CEO as the lead on safeguarding on behalf of the Board of Directors. The NSPCC has a whistleblowing helpline for staff who do not feel able to raise concerns internally.
- Ensure that your concern is recorded in writing to the DSP. If there has been no response to a concern within one working day this should be followed up urgently with the DSP or the Principal/Associate Principal.
- Maintain appropriate confidentiality
- Teachers are required to report any concerns they have about a pupil and FGM.

It is **not** the responsibility of staff to investigate welfare concerns or determine the truth of any disclosure or allegation.