



Wessex
Learning Trust
We Learn Together!

Safeguarding (Child Protection) Policy

Date approved by Trust Board: September 2020
Review Date: September 2021

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Wessex Learning Trust. Registered in England. Company Number 7348580.

Wessex Learning Trust

Child Protection & Safeguarding Policy

All children and young people will have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. We are committed to anti-discriminatory practice and recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication.

This policy will be reviewed by the Board of Directors annually.

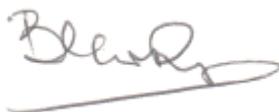


Signature:

Name: Mr Gavin Ball

Position: Chief Executive

Date: 04/09/20



Signature:

Name: Mr Brian Kirkup

Position: Chair of the Board

Date: 04/09/20

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1. Introduction

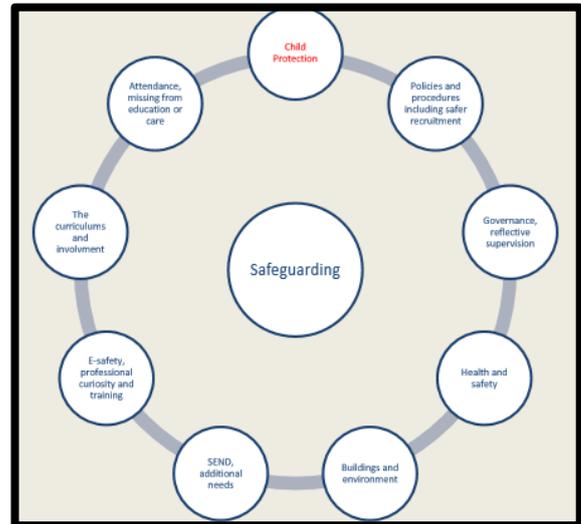
1.1 At Wessex Learning Trust (the 'Trust'), we are committed to providing an environment that nurtures and transforms the lives of children and young people attending all the schools in the Trust and take seriously our responsibilities to safeguard and promote their welfare. In addition, we undertake our responsibilities to work in partnership with agencies as part of the wider, multi-agency, safeguarding system, always acting in the best interest of the child or young person where concerns are identified, in accordance with the Trust's Safeguarding (Child Protection) Policy and Procedures, statutory guidance and Somerset Safeguarding Partnership policies and procedures.

1.2 Personal sensitive information is processed in accordance with the Data Protection Act 2018 and Part 3, the General Data Protection Regulations (GDPR). Consent to share information will be sought unless we are required to share information where there are child protection concerns (and consent has been withheld) or we are requested to share information with other statutory agencies such as the police or children's social care in pursuit of their enquiries in order protect and safeguard children and young people.

2. Definition of Safeguarding

2.1 Safeguarding and promoting the welfare of children is defined in statutory guidance 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; taking action to enable all children to have the best outcomes'.

2.2 Safeguarding and promoting the welfare of children is **everyone's** responsibility. In order to fulfil this responsibility effectively we ensure our approach is child-centered and always places the safety, welfare and needs of the child or young person first.



2.3 Most children grow up in loving families and supportive communities and become independent, resilient adults. Wherever possible we want this for all children and young, so that they and their families can support themselves by engaging with and contributing to their local communities. In order to achieve this children, young people and their families should receive the right intervention as early as possible to tackle problems and prevent issues escalating. All practitioners will adopt an Early Help/Think Family approach meaning they look at the whole family situation and what needs to happen to improve that situation whether that means working with adults, children or the whole family.

3. Our Commitment

3.1 To safeguard and promote the welfare of children and young people through:

- The provision of a safe environment in which children and young people can learn.

- The provision of high-quality residential provision which nurtures and develops our children and young people to achieve and thrive.
- Identifying concerns early and provide appropriate help and support for children and young people and their parents/carers to prevent concerns escalating to a point whereby intervention would be required under the Children Act 1989 and in accordance with the Somerset Safeguarding Children Partnership Effective Support for Children and Families.

3.2 Glossary

- References to “staff” related to any staff-member, paid or unpaid, who contribute to the care, transportation or education of our children and young people.
- For the purposes of brevity, Somerset Safeguarding Children Partnership is referred to as SSCP.

4. Statutory Responsibilities

4.1 All action taken by schools in the Trust will be in accordance with the current legislation:

- The Children Act 1989 and 2004 (revised)
- Education Act 2002 and 2011 (revised)
- Education and Inspections Act 2006
- The Non-Maintained Special Schools (England) Regulations 2015
- The Children’s Homes (England) Regulations 2015
- The Education (Independent School Standards) Regulations 2014

4.2 It will also be in accordance with the following statutory advice and guidance:

- *Working Together to Safeguard Children (2018)* sets out the multi-agency working arrangements to safeguarding and promote the welfare of children and young people
- *Keeping Children Safe in Education (September 2020)* sets out what schools should do and sets out the legal duties with which school must comply with in order to keep children and young people safe
- *Teacher Standards 2012* sets out that teachers, including Headteachers, should safeguard children’s well-being and maintain public trust in the teaching profession as part of their professional duties
- *Guide to the Children’s Homes Regulations including the quality Standards (April 2015)* sets out the responsibility of the registered manager in meeting the standards which include the protection of children standard (regulation 12)
- *The Independent School Standards: Guidance to Independent Schools (April 2019)* and *Independent Schools Standards: Advice for Independent Schools (September 2019)*
- *National Minimum Standards for Residential Special Schools, Boarding Schools and 14-18 Colleges providing accommodation and Academies 16-19*

- Other specific guidance and advice issued by the Department for Education (DfE) in relation to the wider safeguarding agency, e.g. COVID-19 , behaviour, health and safety, bullying, e-safety and medical needs

5. The Role of the Designated Safeguarding Lead (DSL) and their Deputy (DDSL)

5.1 Keeping Children Safe in Education (September 2020) is a statutory guidance document that requires every school and college to have a Designated Safeguarding Lead (DSL) who has the status and authority within the senior leadership team to carry out the duties of the post including committing resources and, where appropriate, supporting and directing staff.

5.2 The provided advice and support to other staff on child welfare and child protection matters, take part in strategy discussions, inter-agency meeting (or support other staff to do so) and to contribute to the assessment of children and young people.

5.3 The DSL should be given time and the resources they need to carry out the role effectively.

5.4 The DDSL supports the DSL in discharging their responsibilities and whilst they may deputise for the DSL the lead responsibility for child protection remains with the DSL. Some schools may have more than one DDSL.

5.5 Details of Trust key safeguarding personnel can be found at **Appendix A (Key Safeguarding Staff)**

6. What all staff should know

6.1 All schools are required to issue, in full, Part One and Annex A of Keeping Children Safe in Education (September 2020) to their staff and ensure that they have read and understood its contents. At Wessex Learning Trust we are adopting this guidance and its contents across the whole organisation and whilst the language refers to “school” or “headteacher” it applies to both care and education provision provided within the Trust. “School” should be interpreted to be any school in the Trust and “headteacher” should be interpreted as any Headteacher or Executive Headteacher.

7. Staff Induction

7.1 As part of the induction process for new employees they will attend an induction briefing or if they commence part way through the year receive a one to one induction meeting with either the DSL or DDSL that signposts staff to relevant safeguarding documentation including this policy and procedure, guidance for safer working practice, what to do if you’re worried a child may be abused and whistleblowing advice see **Appendix B (Staff Induction Record)**.

8. Action to be taken if there are concerns in relation to safeguarding practices

8.1 All staff, volunteers and agency staff should feel able to raise concerns about poor or unsafe practice and any potential failures in the safeguarding regime and know that such concerns will be taken seriously by the senior leadership team and designated safeguarding leads. Should staff feel unable to raise concerns within the organisation advice and guidance has been produced to ensure that they are aware of how to raise such concerns externally see **Appendix C (NSPCC Whistleblowing**

advice and information). In addition, the Trust's whistleblowing policy is available via the Trust or school's website.

8.2 The Trust's concerns flowchart provides additional information about how to make a referral to children's social care, the LADO or to report concerns to the NSPCC advice line in instances where they have concerns about the organisation's response to child protection, the conduct of staff or they do not feel that appropriate action has been taken in relation to concerns they have raised is at **Appendix D (Concerns Flowchart)**

9. Abuse and Neglect (Definitions)

9.1 All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

9.2 Abuse is the maltreatment of a child or young person; they may be abused or neglected through harm being inflicted or by parents or carers failing to prevent harm. Children and young people may be abused in a family or in an institutional or community setting by those known to them. They may also experience abuse online by people they may or may not know. Perpetrators of abuse may be adults or children and may operate alone or in groups.

9.3 The following are the statutory definitions of abuse and neglect as set out in Working Together to Safeguard Children (2018). The ultimate responsibility to assess and determine the type of abuse lies with the Police and Children's Social Care.

Our responsibilities are:

- **to understand what each category of abuse is**
- **to understand how this abuse can impact on the welfare and development of our children**
- **to take appropriate action when we have concerns that a child or young person might be at risk of or already experiencing abuse or neglect**

a. **Physical abuse**. A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Statutory guidance Safeguarding Children in whom Illness is Fabricated or Induced (2008) sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them.

b. **Neglect**. 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 or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

c. Emotional abuse. The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

d. Sexual abuse. Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for.

Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

10. Safeguarding in Specific Circumstances:

10.1 In addition to the definitions of abuse and neglect, there are other areas of safeguarding that the organisation has to have due regard to. Annex A of Keeping Children Safe in Education (September 2020) highlights specific forms of abuse and safeguarding issues which staff who work with children and young people should read the following is a synopsis of the areas addressed but are not a fully replica of the guidance.

- a. Children and the court system **may be required to give evidence in the criminal courts, either for crimes committed against them or for crimes they have witnessed.** There are a range of guides to support child witnesses. In the civil courts children and young people may be involved in child arrangement hearing and the Ministry of Justice has launched an online child arrangement information tool detaining the dispute resolution service.

- b. Children Missing Education (CME). All staff should be alert to children going missing as this can be a vital warning sign of a range of safeguarding risks, including abuse and neglect, sexual abuse or exploitation (Child Sexual Exploitation and Criminal), travel to conflict zones, Female Genital Mutilation (FGM), forced marriage. Early intervention is necessary to protect and safeguard a child or young person
- c. Children with family members in prison. These children are more likely to have poor outcomes, including poverty, stigma, isolation and poor mental health. More information to support schools and colleges can be found on the Nicco website (www.nicco.org.uk).
- d. Child Sexual Exploitation (CSE). CSE is child sexual abuse, whereby an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under 18 to engage in 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.
- e. Child Criminal Exploitation (CCE). CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:
- in exchange for something the victim needs or wants
 - for the financial or other advantage of the perpetrator or facilitator
 - through violence or the threat of violence
- f. County lines. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding

referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

g. Child and Adolescent Mental Health. Good mental health and resilience are fundamental to our physical health, our relationships, our education and to achieving our potential. Please refer to the DfE advice, Mental Health and Behaviour in Schools (2018).

This is non-statutory advice which clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need. While it considers the school environment it is also relevant for work within our residential provision.

h. Bullying. Schools have their own separate Anti-Bullying policy which is accessible from any school website.

i. Domestic, gender-based and teenage relationship abuse and violence against women. These categories of abuse are defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners irrespective of gender or sexuality.

Exposure to domestic abuse or violence can have a serious, long lasting emotional and psychological impact on the development of children and young people. Further advice and guidance accessed through:

- NSPCC
- Refuge
- Safelives
- Spotlight on Young People
- The Domestic Abuse National Helpline

j. Homelessness. Homelessness or being at risk of being made homeless is a significant risk for children or young people. The DSL should refer the matter to Children's Services as soon as possible.

The Homelessness Reduction Act 2017 places a new legal duty on English councils to provide meaningful help, including an assessment of need and circumstances.

The DfE and the Ministry of Housing, Communities and local government have published joint statutory guidance on the provision of accommodation for 16 and 17-year-olds who may be homeless or require accommodation.

k. Online Safety. Annex C of Keeping Children Safe in Education (September 2020) addresses the use of technology which can be a significant component of many safeguarding issues including CSE, CCE, radicalisation, sexual predation etc., whereby technology provides the platform that facilitates harm.

Schools and colleges must adopt a range of effective safeguarding approaches that both safeguards and empowers children and young people to access support and remain safe online by reducing the risk of harm through the use of filters, monitoring and appropriate use policies for those accessing our IT system, whilst at the same time providing a safe environment in which children and young people can learn to keep themselves safe online.

l. Peer on Peer Abuse. Peer-on-peer abuse can take many forms, including bullying (including cyber bullying); sexual violence; harassment; physical abuse and violence (e.g. hitting, kicking, shaking, biting); sexting and initiating/hazing-type* violence or rituals.

* Hazing or initiation ceremonies refers to the practice of rituals, challenges and other activities involving harassment. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups.

Sexual violence and sexual harassment between children in schools and colleges can occur between two children of any age irrespective of their gender or sexual identity. It can occur through a group of children or young people sexually assaulting or harassing an individual or group of children.

m. Up-skirting. Up-skirting 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. This is now a criminal offence and incidents must be reported to the Police in the first instance.

n. Preventing extremism. Children and young people can be vulnerable to extremist ideology and radicalisation and forms part of schools and colleges safeguarding responsibilities, as set out in the Prevent Duty Extremism is the vocal or active opposition to our fundamental values and radicalisation refers to the process by which a person come to support terrorism and extremist ideologies associated with terrorist groups. Further information can be access below in relation to:

- Extremism
- Radicalisation
- Keeping Children Safe in Education (2020) – page 110

o. Private Fostering. Private fostering is when a child under the age of 16 (under 18 if they have a disability) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and carer, for 28 or more consecutive days.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. [Any School] has a responsibility to refer to Children's Social Care of any private fostering arrangement we become aware of, in order for Children's Social Care to undertake an

assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.

p. Special Education Needs and disabilities. There is a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or presentation is different from in the past, our staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

q. Looked after children. The staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

r. Honour-Based Abuse (Including: Female Genital Mutilation, Forced Marriage and Breast Ironing). Honour-based abuse relates to incidents or crimes which have been committed to protect or defend the honour of the family or community. All forms of honour based violence (HBV) is abuse, regardless of the motivation and should be handled and escalated as such.

There are specific mandatory reporting duties for teachers and support staff to report to the Police where they discover (either through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18.

Additional guidance and publications

- FGM: Mandatory reporting procedural information can be accessed [here](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf

- FGM Fact sheet can be access [here](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

- Forced Marriages: Multi- agency guidelines (2014) pages 35 and 26 pertain to schools can be accessed [here](#) along with statutory guidance (2014) which can be access [here](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

11. Allegations of Abuse Made Against Teachers, Other Staff, Volunteers and Agency Staff or People in a Position of Trust

11.1 Working Together to safeguard Children (March 2018) states that organisations should have in place clear policies in line with those from the Somerset Safeguarding Partnership to manage allegations against people who work with children and young people. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. Full details are available [here](#)

11.2 In addition, Keeping Children Safe in Education (September 2020) Part Four, sets how allegations may indicate that a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity in a school or college under the age of 18 years. Part 4 of the Keeping Children Safe in Education (September 2020) which can be accessed [here](#)

11.3 An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child.
- possibly committed a criminal offence against or related to a child or.
- behaved towards a child or children in a way that indicates they may pose a risk of harm.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The Trust's Dealing with Allegations Abuse Against Staff Policy and is available on the Trust website.

Phone Somerset Direct on **0300 123 2224** for a referral to the LADO.

12. What Staff Should do if they have Concerns About Another Staff Member.

12.1 If any member of staff, volunteer or agency staff have concerns relating to an individual's conduct or behaviour, whether they be a colleague, member of the management or senior leadership team, they should refer their concerns to the designated safeguarding lead or the Headteacher.

12.2 Where concerns or allegations relate to the Headteacher, these should be referred to the chair of governors. In the case of the Chief Executive, this should be referred to the Chair of the trust Board. Where further action or discussion is needed the LADO must be contacted

13. Staff Code of Conduct

13.1 In addition to the Safeguarding and Child Protection policy, We have a staff Code of Conduct that outlines an acceptable level of staff behaviour. During their induction training, new staff will be given and have read:

- Staff Code of Conduct (including use of social media, and the Position of Trust Offence).

- The school’s Safeguarding and Child Protection policy.
- Keeping Children Safe in Education (2020) (Part One and Annex A).
- The school’s Behaviour Policy.
- Procedures for children missing education.
- Prioritising the welfare of children and young people and creating a culture where staff and volunteers are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- Having a senior board level lead to take leadership responsibility for the organisation’s safeguarding arrangements.
- Ensure scrutiny and effectiveness of the single central record and child protection recording is undertaken.
- Ensure safeguarding is regularly discussed and outcomes recorded at Governor meetings.
- Ensure the requirements of The Safeguarding Audit Section 175 are met and actions when needed completed in a timely way.

14. Early Years Provision

14.1 Details of safeguarding arrangements for our Early Years Provisions can be found at **Appendix E (Early years Provision)**

15. The Governing Body (including Trustees and Members)

15.1 Governing bodies and proprietors will ensure that they comply with their duties under legislation. They will also have regard to this guidance to ensure that the policies, procedures and training are effective and comply with the law at all times.

The responsibilities placed on governing bodies and proprietors include:

- Contributing to ensure the provision is carrying out inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy is in place, together with a staff behaviour code of conduct policy and behaviour policy.
- Ensuring staff are provided with Part One and Annexe A of *Keeping Children Safe in Education* (2020) – and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead.
- Ensuring that all of the Designated Safeguarding Leads (including deputies) undergo formal Somerset child protection training every two years (in line with SSCP guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

- Prioritising the welfare of children and young people and creating a culture where staff and volunteers are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.
- Ensure scrutiny and effectiveness of the single central record and child protection recording is undertaken.
- Ensure safeguarding is regularly discussed and outcomes recorded at Governor meetings.
- Ensure the requirements of The Governor's Safeguarding Audit Section 175 are met and actions when needed completed in a timely way.

Designated Safeguarding Leads and Deputy Designated Safeguarding Leads

Kings Academy

DSL – Gemma Hunt (Deputy Headteacher)

DDSL – Sarah Hobbs (Assistant Headteacher)

DDSL – Rachel Hopwood (Deputy Headteacher)

SG – Richard Oliver (Governor)

Website – <http://www.kowessex.co.uk>

Telephone – 01934 742608

Email – office@kowessex.co.uk

Hugh Sexey Middle Church of England Middle School

DSL – Matt Drew (Assistant Headteacher)

DDSL – Paul Tatterton (Headteacher)

DDSL – Julie Harrison

Safeguarding Admin/Coordinator – Pam Bury

SG – Glenys Cousins (Governor)

Website – <http://www.hughsexey.com>

Telephone – 01934 712211

Email – school@hughsexey.org.uk

Fairlands Middle School

DSL - Helen Heffernan (Deputy Headteacher)

DDSL – Rob Cooling (Associate Leader)

DDSL – Sally Virgin (Head of Year)

DDSL - Felicity Grant (Pupil Champion)

SG - Diane Sleeman (Governor)

Website - <https://www.somerset.org.uk/sites/fairlands/Pages/Welcome.aspx>

Telephone - 01934 743186

Email - office@fairlandsmiddleschool.co.uk

Axbridge Church of England First School Academy

DSL – Dominic Shillabeer (Assistant Headteacher)

DDSL – Lorna Richardson (Headteacher)

DDSL – Helen Davies (Nursery Manager)

SG – Kate Browne (Governor)

Website – <http://www.axbridgefirstschool.co.uk/our-school>

Telephone – 01934 732391

Email – sch.018@educ.somerset.gov.uk

Brent Knoll Church of England Primary School

DSL – Chris Burman (Headteacher)

DDSL – Hayley Richens (Senior Teacher)

SG – Kim Wilcox (Governor)

Website - <https://www.somerset.org.uk/sites/brentknoll/SitePages/Home.aspx>

Telephone – 01278 760546

Email – office@brentknoll.somerset.sch.uk

Cheddar First School

DSL - Suzie Smith (Acting Headteacher)

DDSL – Helen Amesbury (Deputy Pre-school manager)

DDSL – Anita Lucas (Foundation Stage Leader/Class teacher)

DDLS – Kerry Wood (Pre-school Manager)

SG - Diane Sleeman (Governor)

Website – www.cheddarfirstschool.co.uk

Telephone – 01934 742546

Email - cheddarfirst@educ.somerset.gov.uk

Draycott and Rodney Stoke First School

DSL – Will Ewens (Headteacher)

DDSL - Matt Perrett (Senior Teacher)

DDSL - Amanda Collins (Finance Officer)

Website – www.drfirstschool.co.uk

Telephone – 01934 742052

Email – wewens@educ.somerset.gov.uk

East Brent Church of England Academy

DSL – Fiona Robertson (Executive Headteacher)

DDSL – Jo Thyer (Head of School)

SG – David Harries (Governor)

Website - <http://www.eastbrentcofeacademy.co.uk/>

Telephone – 01278 760490

Email – office@eastbrent.somerset.sch.uk

Lympsham Church of England Academy

DSL – Fiona Robertson (Executive Headteacher)

DDSL – Donna Pennington (Teacher)

DDSL – Sarah Leather (Pre-school Co-ordinator)

SG – Christian Oliver (Governor)

Website - <http://www.lympshamcofeacademy.co.uk/>

Telephone – 01934 751017

Email – lympsham@educ.somerset.gov.uk

Mark First and Pre – School Church of England Academy

DSL – Fiona Robertson (Executive Headteacher)

DDSL – Jo Collyer (Head of School & SENDCo)

DDSL – Carolyn Brierley (SENTA & After School Club Supervisor)

DDSL – Lisa Banwell (Pre-school Manager)

DDSL – Louise Prewett (Deputy Pre-school Manager)

SG – Lorraine Clark (Governor)

Website – <http://www.markfirstschool.co.uk/e-safety-safeguarding-our-pupils>

Telephone – 01278 641262

Email – office@mark.somerset.sch.uk

Shipham Church of England First School

DSL – Will Ewens (Headteacher)

DDSL – Jo Dodd (Senior Teacher)

Website – www.shiphamfirst.co.uk

Telephone – 01934 843485

Email – wewens@educ.somerset.gov.uk

Weare Academy First School Church of England

DSL – Denise Mawdsley (Headteacher)

DDSL – Sara Packer (Assistant Headteacher)

DDSL - Donna Cater (Pre-school Manager)

SG – Matt O'Connor (Governor)

Website – <http://www.weareacademy.co.uk/safeguarding/>

Telephone – 01934 732270

Email – safeguarding@wessexlearningtrust.co.uk

Wedmore First School Academy

DSL – Sue Ham (Deputy Headteacher)

DDSL – Denise Mawdsley (Headteacher)

Nursery DSL – Bernadette Rosewell (Nursery Lead Practitioner)

Nursery DDSL – Daisy Ham

SG – Helen Booker (Governor)

Website – <http://www.wedmorefirstschool.org.uk>

Telephone – 01934 712643

Email – office@wedmore.somerset.sch.uk

Employees Safeguarding Induction

Staff Member: Name and Role:	
Date of Commencement:	
Inductor: Name and Role	
Date of Induction:	
Signed by Inductee:	
Signed by Inductor:	

Keeping Children Safe in Education (2019) states: ALL staff should be aware of systems within their school which supports safeguarding, and these should be explained to them as part of staff induction. Staff are signing above to confirm that they have read and understood:

- **Safeguarding (Child Protection) Policy**
- **Individual School Behaviour Policy**
- **Code of conduct for Employees**
- **Safeguarding response to child who go missing from education and**
- **The role of the designated safeguarding lead (including the identity of the DSL and Deputy**

Agenda:

1. Welcome to the Wessex Learning Trust and the schools in the Trust
2. Outline of the induction meeting
 - Trust Vision and Ethos
 - What is Safeguarding (Child Protection)
 - What safeguarding means for children or young people in the Wessex Learning Trust
 - Voice and influence
 - Action to be taken if you have a concern

Wessex Learning Trust Vision and Values

The Trust believes in high quality education and personal development for its young people, strongly rooted in our communities. It believes in valuing all staff, developing a growth mind-set around distributive leadership and opportunity. Hope, belief and aspiration are woven through what we do, comparable to words written through a stick of rock.

This means:

- A holistic approach to developing the whole child.
- Outstanding academic outcomes for all young people regardless of background or ability.
- First class personal development and welfare that develops self-confidence, self-esteem, resilience and promotes a 'can-do' culture.
- Participation opportunities for all young people developing and celebrating the particular talents and skills that each person will have inside.
- An exceptional business and community support network that provides aspiration and guidance.
- Developing well-rounded young people with polite manners, who care and respect others for who they are.

What is crucial:

- Is that we are focused on the child, not a business system.
- Is the aged 2 to 19 synonymous Education system that we stand for. It is about nurturing children from the earliest of ages and promoting their academic and personal development in every stage, with every member of staff sharing responsibility for that child's journey through the one-education system that is the Wessex Learning Trust.
- Our values and ethos permeate through that entire journey including our Christian values where appropriate.
- Our teachers and schools are focussed on their core business of teaching, learning and assessment. Our care systems look after our young people's welfare and nurture their development.
- We nurture our staff, working in a collegiate fashion, to promote bottom-up innovation, intrinsic motivation and a strong sense of self and purpose.

What is imperative:

- We are anchored in our communities. It takes a whole community to educate a child.
- Each school in the Trust serve its community. They are schools that are at the heart of those communities and the Trust will keep those hearts beating. We preserve and champion the Church ethos in those schools where appropriate and work as partners with the Diocese.
- We are not restricted to three-tier system schools and are open to primary and secondary schools.
- We are inclusive to our communities supporting our schools and young people; albeit with mentoring, reading, business advocacy or enterprise.
- We focus on learning and development. That is our core business.
- Business systems make our core business work effectively within our vision and values.
- Strong business systems leadership allow our Headteachers to focus on developing young people ensuring that we maximise the impact of our income for the sake of our young people.
- The trust sees itself as a guardian of Christian values within schools that are VC or VA and as a solution to keep village schools open and are active members of those communities.

What is Safeguarding (Child Protection)

Safeguarding is an overarching term used to ensure that the welfare of children and young people is paramount, and they are protected from abuse and neglect. **We all have a statutory duty to safeguard and promote the welfare of children.** This means protecting children and young people from abuse and neglect; preventing impairment of health or development; ensuring they are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children and young people to have the best life chances.

Every member of staff, irrespective of their role in the organisation, has a responsibility to keep children or young people safe and to take appropriate action whenever they hear, observe or are told information that could impact on their welfare and safety.

Child protection is the statutory threshold for intervention in family life whereby a child or young person is suffering or at risk of significant harm. As an organisation [Any School] has a number of statutory responsibilities that must be fulfilled which are set out in legislation and statutory guidance.

You have been issued with Part 1 of **Keeping Children Safe in Education (September 2019)** and you will have been asked to read the document ahead of today's induction. Have you had an opportunity to do so? Do you have any questions?

What Safeguarding means for children or young people in the Wessex Learning Trust

In all schools in the Wessex Learning Trust we expect our staff to exercise high standards of behaviour and provide high quality professional support to our children. It is therefore important that we all understand that the nature of our work and the responsibilities related to it, which places us in unique position of trust. During the course of your induction you will have the opportunity to access a range of training that will provide you with the knowledge and skills you need to do your job. In addition, you will be required to read a number of different policies and procedures that will provide you with contextual information and guidance.

All staff, irrespective of their role in the organisation, have a responsibility to ensure that illegal, unsafe, unprofessional or irresponsible behaviour exhibited by staff is challenged and reported. It is always difficult to raise concerns about a colleagues' behaviour, but you must discuss any concerns with the designated or deputy safeguarding lead.

If you do not feel you can raise concerns within the organisation then you can access the NSPCC Whistleblowing helpline on 0800 028 0285 between 8 a.m. and 8 p.m. or email help@nspcc.org.uk

You should familiarise yourself with the following policies which are available from your DSL

1. **Guidance on safer working practice for those working with children and young people in education settings (May 2019)**
2. **What to do if you're worried a child is being abused (DfE March 2015)** advice for practitioners

3. **Wessex Learning Trust Safeguarding (Child Protection) Policy and Procedures** can be accessed on the school or Trust website.
4. **School's Individual Behaviour policy**
5. **Children Missing Education procedures (see Appendix E)**

Voice and influence

When working with children and young people communication is crucial, especially in relation to safeguarding. Communication is a two-way process and doesn't just relate to a child's ability to communicate via speech therefore, we need to approach communication in its broadest terms, considering body language, gestures, behaviour and presentation. We must also support our children to make positive choices.

Action to be taken if you have a concern about the welfare of a pupil or the conduction/actions of a member of staff or visitor to any school within the Wessex Learning Trust

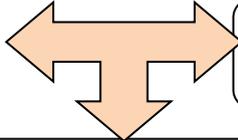
You should discuss your concerns, observations or any information that may impact on the welfare of a child with a designated or deputy safeguarding lead. The attached flowchart (Appendix B to the Safeguarding (Child Protection) Policy has been developed to offer you guidance on what you should do. It is **not intended to cover all eventualities, but it aims to provide a framework for action.**

What is important is that you take action and raise your concerns, the designated or deputy safeguarding lead may hold other relevant information, but your information may be new and important - the final part of the information jigsaw.

Action to be taken where there are concerns about the welfare of a child or young person or the conduct/actions of Staff or Visitors

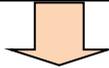
General Information and Advice

Always act in the best interests of the child or young person: the welfare of the child is paramount **Children**



Always maintain an attitude of 'it could happen here': Learning lessons from Serious Case Reviews e.g. Daniel Pelka and Nigel Leat

Be alert to the signs of abuse and neglect supporting documents include:
WLT Safeguarding (Child Protection) Policy & Procedures: Part One: Keeping Children Safe in Education (September 2019):
What to do if you're worried a child is being abused (DfE March 2015) Advice for Practitioners: Working Together to Safeguard Children (2018)



If, a child or young person is in immediate danger or is at risk of significant harm

Anyone can make a referral to Children's Social Care and/or the Police (but the Designated Safeguarding Lead (DSL) should be informed if a referral has been made).

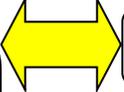
Contact details: Somerset Children Safeguarding Board Office Hours Early Help hub 01823 355803 / Childrens Social Care 0300 123 2224 / Consultation Line for DSL & GPS 030012303078 : Emergency Duty Team (EDT) outside office hours, weekends or bank holidays contact the **Police on 101 or in an emergency 999**

If you have a concern relating to dangerous or illegal activity or any wrongdoing within the organisation and you do not feel you can raise a concern directly you can contact the **NSPCC** Whistleblowing helpline 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday or Email: help@nspcc.org.uk

How to report child welfare or child protection concerns in the Wessex Learning Trust

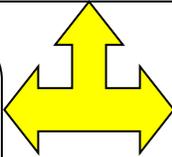
Child Welfare
Discuss your concerns with your immediate line manager
Or
Discuss your concerns with the Designated or Deputy Safeguarding Lead (DSL)

You must act to safeguard



Immediate Concerns and/or immediate action is required

Safeguarding/Child Protection Concerns
The DSL will consider what information is already known consider indicators of risk and following multi-agency guidelines take appropriate action



Concerns relating to the conduct or actions of a staff member: The DSL will liaise with the Headteacher or you can refer your concerns directly. If concerns relate to Headteacher the Chair of Governors must be notified. All allegations will be investigated following statutory guidance and Somerset Safeguarding Partnership procedures by the Local Authority Designated Officer (LADO)



Whistleblowing Advice Line

Support for professionals who are worried about children in the workplace

The NSPCC whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.

What is whistleblowing?

Whistleblowing is when someone raises a concern about a dangerous or illegal activity or any wrongdoing within their organisation. Raising a concern is known as “blowing the whistle” and is a vital process for identifying risk to children, young people and vulnerable adults. In recent years there have been several high profile cases of institutional abuse which have come to light as a result of whistleblowing.

Sharing information or talking through a concern can be the first step to helping an organisation identify problems, improve practice and safeguard the welfare of children, young people and vulnerable adults.

Contact the Whistleblowing Advice Line

Call **0800 028 0285**

Email **help@nspcc.org.uk**

The government website www.gov.uk also has valuable information for whistleblowers in relation to their rights, support and who to tell. This can be accessed [here](#):

Early Years Provision

Working Together 2018 states:

- Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

Keeping Children Safe in Education 2018 states:

- The Early Years Foundation Stage Framework (EYFS) is mandatory for all early years providers. It applies to all schools that provide early years provision including maintained nursery schools.

The Early Years Foundation Stage states:

- Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers other than childminders are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing.
- Providers must be alert to any issues of concern in the child's life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff and cover the use of mobile phones and cameras in the setting.

Early Years Providers must be compliant with the Safeguarding and Welfare Requirements
Below is the link to the EYFS

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

- As an appendix to this policy, the Wessex Learning Trust ensure that we are compliant with all the Safeguarding and Welfare Requirements of the Early Years Foundation Stage 2017.
- We have a mobile phone and camera policy in place within the provision that details the procedure for use of these devices. This covers the use of Mobile Phones and Cameras in the setting and on visits and includes the settings procedures with regards to mobile phones and cameras for all staff, volunteers and visitors.

COVID-19 School Closure Arrangements for Safeguarding and Child Protection

1. Context

1.1 From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

1.2 Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

1.3 This appendix of the Trust's Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

- Vulnerable Children.
- Attendance Monitoring.
- Designated Safeguarding Lead.
- Reporting a Concern.
- Safeguarding Training and Induction.
- Safer Recruitment/Volunteers and Movement of Staff.
- Online Safety in Schools.
- Children and Online Safety away from School.
- Supporting the Children not in School.
- Supporting Children in School.
- Peer on Peer Abuse.
- Support from the Trust.

1.4 If there is a Safeguarding concern for a student within the Trust, the appropriate member of staff at the child's school should be contacted immediately. See Appendix A.

2. Vulnerable Children

2.1 Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

2.2 Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

2.3 Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

2.4 Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

2.5 Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are in each school. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

2.6 The Trust will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be the schools' DSL

2.7 There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the child's school will explore the reasons for this directly with the parent.

2.8 Where parents are concerned about the risk of the child contracting COVID19, the child's school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

2.9 As a Trust, we will encourage our vulnerable children and young people to attend a school if possible and if needed.

3. Attendance Monitoring

3.1 Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. A child's school and social workers will agree with parents/carers whether children in need should be attending school – and the school will then follow up on any pupil that they were expecting to attend, who does not. The school will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

3.2 To support the above, schools will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

3.3 In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the school will notify their social worker.

4. Designated Safeguarding Lead

4.1 Each school within the Trust has a Designated Safeguarding Lead (DSL), and a Deputy DSL. The details of each school's Safeguarding personnel can be found in Appendix F

4.2 The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

4.3 Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

4.4 It is important that all staff and volunteers in each school have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.

4.5 The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

5. Reporting a Concern

5.1 Where staff have a concern about a child, they should continue to follow the process outlined in this Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

5.2 In the unlikely event that a member of staff cannot access their CPOMS from home, they should email or call the DSL, Headteacher and the Trust Safeguarding Manager. This will ensure that the concern is received.

5.3 Staff are reminded of the need to report any concern immediately and without delay.

5.4 Where staff are concerned about an adult working with children in the school, they should use the appropriate form to report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

5.5 Where concerns or allegations relate to the Headteacher, these should be referred to the Chair of Governors. If the concern is with the Chief Executive, the concern should be referred to the Chair of the Trust Board.

6. Safeguarding Training and Induction

6.1 DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

6.2 All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

6.3 Where new staff are recruited, or new volunteers enter a school, they will continue to be provided with a safeguarding induction.

6.4 If staff are deployed from another education or children's workforce setting to one of our schools, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- the individual has been subject to an enhanced DBS and children's barred list check.

- there are no known concerns about the individual's suitability to work with children.
- there is no ongoing disciplinary investigation relating to that individual.

6.5 For movement and redeployment within the Trust, schools should seek assurance from the Chief Operating Officer or Trust HR Manager that the member of staff has received appropriate safeguarding training.

6.6 Upon arrival, new staff will be given a copy of the Trust's Safeguarding Policy, confirmation of local processes and confirmation of DSL arrangements.

7. Safer Recruitment/Volunteers and Movement of Staff

7.1 It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, schools will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

7.2 In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

7.3 Where schools are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

7.4 Schools will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

7.5 Schools will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

7.6 Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that schools are aware, on any given day, which staff/volunteers will be on the school site, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, each school will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

8. Online Safety in Schools

8.1 All our schools will continue to provide a safe environment, including online. This includes the use of an online filtering system.

8.2 Where students are using computers in school, appropriate supervision will be in place.

9. Children and Online Safety Away from School

9.1 It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

9.2 Online teaching should follow the same principles as set out in the Trust Staff Code of Conduct.

9.3 Each School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

9.4 If schools or staff decide to conduct virtual teaching the following conditions must be met, especially where webcams are involved:

- No one-to-one lessons. Groups only.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including of any family members in the background.
- Staff must only use platforms agreed by schools or the Trust to communicate with pupils
- Staff should record the length, time, date and attendance of any sessions held.

10. Supporting Children Not in School

10.1 The Trust is committed to ensuring the safety and wellbeing of all its Children and Young people.

10.2 Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

10.2.1 Details of this plan must be recorded on CPOMS, as should a record of contact have made.

10.2.2 The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

10.2.3 Each school and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan

10.2.4 This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate

10.3 Schools will share safeguarding messages on its website and social media pages.

10.4 The Trust recognises that school is a protective factor for children and young people and that the current circumstances can affect the mental health of pupils and their parents/carers. Teachers within our schools should be aware of this in setting expectations of pupils' work where they are at home.

10.5 The Trust will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

11. Supporting Children in School

11.1 The Trust is committed to ensuring the safety and the wellbeing of all its students. All Trust schools will continue to be a safe space for all children to attend and flourish. The Headteacher/Executive Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

11.2 Schools will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

11.3 The Trust will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

11.4 Where schools have concerns about the impact of staff absence – such as of their DSL or first aiders – they will discuss them immediately with the appropriate Headteacher/Executive Headteacher who will take action to remedy issues.

12. Peer on Peer Abuse

12.1 The Trust recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

12.2 Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Safeguarding Policy.

12.3 The school will listen and work with the young person, parents/carers and any multi- agency partner required to ensure the safety and security of that young person.

12.4 Concerns and actions must be recorded on CPOMS and appropriate referrals made.

13. Support from the Trust

13.1 The Trust will provide support and guidance as appropriate to enable the DSL to carry out their role effectively. This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

13.2 The Trust will also provide regular group and individual supervision sessions. This may take the form of an online meeting.

The Use of IT to Conduct Virtual Learning

1. Introduction

1.1 In exceptional circumstances, it may be necessary to transition some or all of our teaching within the Trust to online, virtual lessons in order to maintain our learner's continuity of education.

1.2 Virtual learning will never be seen as a suitable for face-to-face teaching, but instead is seen as a stop gap in unprecedented times, such as a health crisis, extreme weather, or where a school site becomes unusable.

2. Aims

2.1 This document aims to:

- Ensure consistency in the approach to remote learning for learners who aren't in school.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

3. What is Virtual Learning?

3.1 Virtual learning includes instances where traditional face-to-face teaching is replaced by video call, audio conference calls, or broadcast video; and there is a direct interaction between a member of staff and learners taking place outside of a traditional school setting.

3.2 Within the Wessex Learning Trust, Microsoft Teams is our preferred virtual learning platform. However, other platforms are also suitable for use provided the guidelines in this document are followed.

4. Virtual Learning Safety

When it is necessary to use virtual learning, it is important that:

Staff ensure:

- They do not have one-to-one lessons with learners, only group calls.
- They (as well as anyone else in the household) are dressed appropriately for the call. Virtual learning is used in lieu of traditional classroom teaching, so the same rules on appearance apply.
- They set appropriate boundaries and ground rules at the start of each session – e.g. when people may mute/unmute themselves.
- Where video is used, staff should film against a plain background or at least blur their background if the former is not possible. They should be filmed in appropriate areas (e.g. not bedrooms) and regular classroom decorum should be maintained.
- If sharing their screen, staff should ensure any other open tabs, documents or programs are appropriate to be seen.
- Live classes should be recorded and stored so that they can be reviewed if any issues were to arise in future. A list of participants should be kept alongside the date and times of the session.

- Live classes are to be conducted within reasonable working hours and don't put undue pressures on learners or their families. They should also be kept to an appropriate length, bearing in mind that working online can often be harder work than regular face to face lessons.
- Language is kept professional and appropriate – including that of any family members in the background or within earshot.

Learners ensure:

- They realise they are there to learn and should treat the lesson the same way they would if they were in the classroom.
- They are dressed appropriately for the call and answer it from a suitable location, conducive to learning – i.e. if possible, not a bedroom.
- They keep their language and behaviour respectful and civilised, and know that misbehaviour will be sanctioned as if they were in school.
- They have prepared suitably for the lesson so as they are able to engage and contribute.

Parents ensure:

- They support their children to turn up on time to and engage in virtual learning sessions.
- They provide a suitable environment for their child to work, without distractions or interference.
- When within earshot or view of a camera, they maintain an appropriate and professional decorum, and are dressed appropriately as if it were them on the call.

5. Data Protection

5.1 When conducting virtual learning sessions, it is recognised that it may be necessary for staff to use a personal device such as a phone or tablet which is not the property of the school. This should be avoided wherever possible, however in exceptional circumstances where this must take place staff must ensure that:

- Any recordings or screenshots are moved to a school device such as laptop or cloud storage service and removed from the staff member's device by the end of the day.
- They do not give away personal information such as home emails or phone numbers to learners and set up any accounts or meetings using only their professional email.

5.2 Whether using a personal or professional device, all staff members must take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems and apps up to date – always install the latest updates.