E-ACT

Safeguarding Strategy

This Safeguarding Strategy will set out E-ACT's commitment to ensure safe and secure provision for children and learners across both phases of education. The Strategy will create a culture of vigilance where children's and learners' welfare is promoted and where timely and appropriate safeguarding action is taken for children or learners who need extra help or who may be suffering or likely to suffer significant harm.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Academy staff are particularly important as they are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Academies and their staff form part of the wider safeguarding system for children. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly.

The Strategy should be read in conjunction with the following statutory guidance for school and colleges from The Department for Education's (DfE):
- 'Keeping children safe in education' July 2015, which sets out the responsibilities placed on schools and colleges to safeguard and promote the welfare of children.
- 'Working together to safeguard children' March 2015 which applies to organisations and professionals who provide services to children.
- 'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, Revised July 2015.
- Disqualification under the Childcare Act 2006. Statutory guidance for local authorities, maintained schools, independent schools, academies and free schools', DfE, Feb 2015
- E-ACT Recruitment and Selection Policy
- E-ACT Safeguarding Policy
- E-ACT SCR and Personal Files Policy

Aims

To safeguard and promote the welfare of all pupils by:

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

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.

To ensure success safeguarding arrangements are in place in all Academies the Trust will:-

- Ensure all children and learners feel safe
- Share new guidance/legislation across the Academy chain
- Represent the Trust at Strategy/Conferences if required.
- Audit Safeguarding Arrangements in the Academies on a regular basis
- Sign post training opportunities across the Trust
- Update policies in line with new legislation and annually
- Form a Safeguarding Cluster across the Trust
- Track and monitor the number of vulnerable children/young people across the trust and the number of referrals.
- Track and monitor the number of Looked After Children in each Academy, review funding/provisions and Early Help Assessments

- Monitor training and ensure all Designated Safeguarding Leads are up to date with training requirements
- Check the Single Central Record (SCR) and Personal files on a frequent basis to ensure pre-employment checks are rigorous, in line with legislation and that the Single Central Record (SCR) is compliant.
- Ensure there is a consistent approach for the Single Central Record that complies with all the relevant regulations
- System Leader – Safeguarding & DSEN available for support and advice on a daily basis for a particular case or for staffing concerns.
- Ensure clear, effective arrangements for staff development and training is in place with respect of the protection and care of children and learners.

E-ACT Academies will:-

- Ensure there is a Designated Safeguarding Lead (DSL) and a Deputy in place. The lead must be a member of Senior Leadership Team. The role must be explicit in their job description. There must always be cover for the Designated Safeguarding Lead in their absence.
- Ensure the Designated Safeguarding Lead and Deputy complete the Advanced training every two years and refreshers as required.
- Deliver a thorough Safeguarding Refresher every year for all staff, making sure staff sign to say they have attended. Any staff absent must have a 'catch up' session.
- Ensure there is a rigorous Induction Programme in place that includes Safeguarding and procedures in the Academy. Staff must sign to say that this has taken place.
- Ensure all staff receive a copy of the July 2015 'Keeping Children Safe in Education' Part 1 guidance. Staff must sign a receipt to say that they have read, understood and comply with the document. This evidence should be recorded on the Single Central Record and updated every time the document is re-issued.
- Ensure all staff are adhering to the July 2015 'Keeping Children Safe in Education' Part 1 guidance throughout the year by collecting evidence of 'Safeguarding Audits'
- Ensure the DSL and Deputy have attended PREVENT training
- Ensure the DSL/Deputy have delivered the PREVENT training to all staff
- Have a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism through a detailed curriculum and PSHE programme.
- Ensure at least one member of staff have completed the 'Safer Recruitment' training on an interview panel.
- Ensure there is a thorough Safeguarding CPD programme in place for all staff throughout the year that includes issues in Appendix C of 'Working Together to Safeguard Children'
- Referral system in place to record all concerns for vulnerable pupils.
- Create a secure pupil database of all referrals and monitoring for safeguarding concerns
- Create a vulnerable pupil data base that is communicated to staff and ensure this is updated
- Ensure the Academy has a multi-agency approach to safeguard pupils and that staff are aware of Early help.
- Ensure all pupils feel safe and have trusted adults with whom they can share any concerns. This should be evidenced through the regular pupil questionnaires and through the student voice.
- Written records are made in a timely way and held securely where adults working with children or learners are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.
- Leaders and staff make clear risk assessments when required and are reviewed.
- Ensure risk assessments are in place for alternative provision and that regular checks are made to monitor the quality and outcomes of the provision.

- Ensure staff and volunteers working with children and learners are carefully selected and vetted according to statutory requirements. The personal files and the single central record will be checked by the system leader – safeguarding and HR
- Create a positive culture and ethos where safeguarding is an important part of everyday life in the setting, backed up by training at every level
- Ensure the application and effectiveness of safeguarding policies, safe recruitment and vetting processes
- Health provisions and First Aid protocols are in place.
- The setting takes effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, homophobic and racist language
- Children and learners are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them.
- Staff, leaders and managers understand the risks posed by adults or young people who use the internet to bully, groom or abuse children, young people and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to keep themselves safe
- Staff, leaders and managers oversee the safe use of electronic and social media by staff and learners and take action immediately if they are concerned about bullying or risky behaviour
- Appropriate arrangements are made with regards to health and safety to protect staff and learners from harm
- Adhere to all policies and procedures
- The setting's premises provide a safe learning environment with secure access.