Safeguarding Policy

This policy also refers to the Harpur Trust Whistleblowing Policy and Reporting of Serious Incidents Policy

Policy statement

1.   Trustees, school committee members and staff of The Harpur Trust are fully committed to the rigorous implementation of safeguarding procedures and practices in order to ensure the equal protection of children and young people in their care, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.

Policy intention

2.   The purpose of this policy is:

    a. to provide trustees, school committees, staff and volunteers with the overarching legal framework and principles that guide our approach to safeguarding.

    b. to outline the statutory responsibilities of trustees and school committee members, and the mechanisms for monitoring compliance in our schools.

Legal framework

3.   This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

    a. The Education Act, 2002

    b. Keeping children safe in education, Department for Education, September 2016

    c. Working together to safeguard children, Department for Education, March 2015

    d. Statutory framework for the early years foundation stage, Department for Education, March 2014

    e. Boarding schools, National minimum standards, Department for Education, April 2015

4.   Independent schools have a statutory duty under section 157 of the Education Act 2002 to safeguard and promote the welfare of all children. Trustees and school committee members have a statutory duty to read and follow government guidance published in *Keeping children safe in education* and *Working together to safeguard children*.

5.   Trustees and school committee members should ensure that:

- **All** staff in schools have **read** at least *Part one and Annex A* of *Keeping children safe in education.*
- Mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in *Part One*.[1]

What is safeguarding?

6.   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 outcomes.'[2]

7.   Therefore, safeguarding children and young people is about more than child protection; it is not just about preventing and acting on the worst case scenarios such as child abuse. Safeguarding is a comprehensive approach that aims to minimise risks to children's development and life chances by protecting them from potential sources of harm.

8.   As such, safeguarding is embedded in everyday practices, for example ensuring the safer recruitment of employees and volunteers and that those working with children and young people conduct themselves appropriately.

9.   The principles and procedures which underpin safeguarding practices are outlined in our schools' child protection policies and other safeguarding policies.

Safeguarding principles[3]

10.   We are committed to:

a.   **a child-centred approach.** *We recognise a child's welfare is paramount. Children are listened to and involved in decision-making and the development of safeguarding practices.*

b.   **collective and coordinated responsibility.** *We recognise that safeguarding and promoting the welfare of children is everyone's responsibility and we contribute to effective inter-agency working.*

c.   **openness, transparency and accountability**. *We ensure a clear line of accountability for discharging safeguarding responsibilities and promote transparency in the appropriate and timely recording, reporting and sharing of information. We recognise that abuse can happen in any organisation.*

d.   **a culture of continuous learning and improvement.** *We actively seek opportunities to share and promote good practice across and beyond the Trust.*

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[1] *Keeping children safe in education*, p4
[2] Ibid, Part one, para 4,
[3] Informed by *Working together to safeguard children*, Chapter 2, para 4

Responsibilities

11.   Whilst trustees and school committee members do not become involved in the operational management of safeguarding, they do have an have an important role to play in the strategic oversight of safeguarding and monitoring of compliance;

> '*Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.*"[4]

12.   **Nominated Safeguarding Governor.** All trustees are responsible for ensuring safeguarding is well managed within each school and delegate general oversight of this to the relevant school committee. One governor from each school committee will be nominated to have specific responsibility for oversight of the safeguarding regime and to report on it to the relevant school committee (see also section Monitoring Compliance, below). Appendix 1 provides a description of the duties of the Nominated Safeguarding Governor.

13.   **The Designated Safeguarding Lead (DSL).**
> '[An]…*appropriate senior member of staff, from the school or college leadership team, [should be appointed] to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection and should be explicit in the role-holders job description.*'[5]

The DSL will be the primary contact of the Nominated Safeguarding Governor on safeguarding matters. Schools may choose to appoint one or more deputy designated safeguarding leads. Any deputy designated safeguarding lead will require an equivalent standard of training to the DSL.

Safeguarding policies

14.   Effective policies and procedures should be in place in each school in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare in and outside the school environment.[6] These should include:

   a. An **effective child protection policy** which provides guidance to all (staff, children and young people and their parents) on the procedures to be taken if there are concerns about a child's welfare. Procedures are consistent with government guidance[7] and the Local Safeguarding Children Board[8].

   b. A **staff behaviour policy** (sometimes called a code of conduct) which should amongst other things include acceptable use of technologies, staff/pupil relationships and communications including the use of social media.

15.   **Children with special educational needs, disabilities and English as an additional language (EAL).** Child protection policies should reflect the fact that children with special

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[4] *Keeping children safe in education*, Part two, para 45
[5] *Keeping children safe in education*, Part two, paras 52-58 and Annex B
[6] Ibid, Part two, paras 47-51 and recommendations in Hammersmith & Fulham, Kensington and Chelsea and Westminster Safeguarding Board (2016) *Serious Case Review: Southbank International School*,
[7] *Keeping children safe in education* and *Working together to safeguard children*
[8] Bedford Borough Safeguarding Children Board

educational needs and/or disabilities and/or EAL face additional safeguarding challenges and that additional barriers can exist when recognising abuse and neglect in this group of children.

16. Guidance on the specific safeguarding issues to be included in respective school policies and in over-arching Trust policies can be found in Appendix 2.

Inter-agency working

17. Schools should contribute to effective inter-agency working.

'Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.'[9]

Staff training

18. **All staff**

'…all staff members [should] undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction training should be in line with advice from the LSCB [Local Safeguarding Children Board]… In addition all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.'[10]

19. **Designated Safeguarding Lead**

'The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years….In addition to their formal training…their knowledge and skills should be updated at regular intervals but at least annually, to keep up with any developments relevant to their role.'[11]

Training for trustees and school committee members

20. The Harpur Trust recognises the importance of training in enabling trustees and school committee members to be confident in discharging their duties and responsibilities for safeguarding and promoting the welfare of children who are pupils in our schools.

21. As part of their induction, it is mandatory for all new trustees and school committee members to participate in safeguarding training. Subsequently, trustees and school committee members will participate in refresher training at least once every three years.

22. In addition to the safeguarding training above, **Nominated Safeguarding Governors** will receive training on appointment and at least every two years, to enable them to carry out their specific duties. Additional ongoing support will be provided through regular briefings in partnership with schools' Designated Safeguarding Leads.

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[9] Ibid, Part two, para 59
[10] *Keeping children safe in education*, Part two, paras 64-65
[11] Ibid, Part two, para 57-58

Online safety

23.   To help safeguard children from potentially harmful and inappropriate online material, appropriate filters and monitoring systems should be in place. Online safety training for staff should be *'integrated, aligned and considered as part of the overarching safeguarding approach'[12]*.

Opportunities to teach safeguarding

24.   The school curriculum should be used to promote safeguarding, not least through teaching pupils how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety (including the safe use of the internet), teaching them the skills they need for optimum life chances and how to enter adulthood successfully.

Safer recruitment

25.   The Trust recognises that creating a culture of vigilance in relation to safer recruitment is vital in helping deter, reject or identify people who might abuse children. To these ends, the Trust has a written recruitment and selection policy and procedures that comply with current national and professional safer recruitment guidance. Trustees and school committees have a duty to monitor compliance.

Allegations

26.   **Allegations of abuse made against staff and volunteers.** Dealing with allegations of abuse against staff is the responsibility of the Head teacher (and any allegation against a Head teacher is the responsibility of the Chair of the school committee). Schools should have clear whistleblowing procedures in place (please refer to the Trust's Whistleblowing Policy[13]), have a policy and procedures for dealing with allegations against staff, and refer cases to the relevant authorities.

27.   **Allegations of abuse made against other children.** It is important that school staff recognise that children are capable of abusing their peers (peer-on-peer abuse) and that this is reflected in the school child protection policy. The policy should include clear procedures which set out how the risk of peer-on-peer abuse will be minimised and how any allegations will be investigated and dealt with.

28.   **The child's wishes.** Where there is a safeguarding concern, school leaders and school committee members should ensure;

> *'… the child's wishes and feelings are taken into account when determining what action to take and what services to provide…Ultimately any systems and processes should operate with the **best** interests of the child at their heart.'[14]*

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[12] Keeping children safe in education, Annex C, p62
[13] For further details please refer to the Trust's Whistleblowing Policy
[14] *Keeping children safe in education*, Part Two, para 79

Monitoring compliance

29.   Safeguarding is a standing agenda item at termly school committee meetings and an opportunity for timely reporting and reviewing of safeguarding issues.

30.   Informed by the school's Designated Safeguarding Lead, the Nominated Safeguarding Governor will report at least termly to the school committee using the *Termly / annual Safeguarding report to the school committee* (Appendix 3).

31.   School committees and the Board will make formal notes in the minutes of their meetings on discussions on safeguarding, including the annual review of safeguarding by the Board.

32.   The Chairman and Head teacher of each school will bring any matters of significant concern to the attention of the Chairman and Chief Executive of the Trust as soon as they arise.

Annual review

33.   The schools' Designated Safeguarding Leads in partnership with the Nominated Safeguarding Governors are responsible for ensuring that the respective school's *'child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly'.*[15]

34.   Each school committee will report to the Board annually in the autumn term confirming that the safeguarding arrangements in the school have been formally reviewed and meet the statutory requirements, and drawing the Trustees' attention to any significant incidents or themes. Appendix 4 outlines the terms of reference for the annual review.

35.   The report to the Board needs to include a *Termly / annual Safeguarding report to the school committee* (Appendix 3) which collates or summarises the data presented in that year's termly reports and highlights any themes from previous years, and a completed *Safeguarding Compliance Checklist* (Appendix 5).

36.   The Board will formally approve these annual reviews.

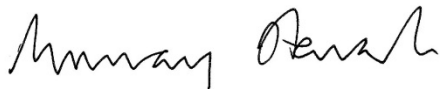## Serious Incident Reports to the Charity Commission

37.   As a charity, the Harpur Trust has a statutory duty to report any serious event which has resulted or could result in a significant loss of funds or a significant risk to the Trust's property, work or reputation, to the Charity Commission.

38.   Should a safeguarding incident meet the serious incident criteria laid out in the Trust's Serious Incident Reporting Policy, then a Serious Incident Report to the Charity Commission needs to be considered by the Chairman, Deputy Chairman and Chief Executive.[16]

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[15] *Keeping children safe in education*, Annex B, p60

[16] For further details please refer to the Harpur Trust Serious Incident Reporting Policy.

Policy approval and review

39.   This Policy and any changes to it will be approved by the Board. It will be reviewed at least annually and any changes necessary will be recommended in January when school committees report to the Board on safeguarding matters.

Murray Stewart
Chairman of the Harpur Trust   **18 January 2018**

Appendices:

1.   Nominated Safeguarding Governor – Description of Responsibilities

2.   Guidance on specific safeguarding issues to be included in respective school policies and in over-arching Trust policies.

3.   Termly / annual Safeguarding report to school committee

4.   Annual Review of Safeguarding in the school – terms of reference

5.   Safeguarding Compliance Checklist for School Committees

Appendix 1 - Nominated Safeguarding Governor – Description of Responsibilities

Summary of the role

1.   Ensuring that Safeguarding is well-managed is the collective responsibility of the Trustees and school committee members[17]. To ensure that their obligations are discharged efficiently, each of the Harpur Trust's school committees will nominate a governor to have specific responsibility for safeguarding. This is in line with the requirement that schools have *'a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements'.*[18]

2.   The Nominated Governor will report to the school committee each term to ensure there is a clear link between the school committee members and the school itself on this matter.

3.   The role will require close liaison with school's Designated Safeguarding Lead (DSL). The DSL must ensure that the governor is given all the information necessary to enable them to keep committee members informed and thus discharge the Harpur Trust's statutory duty in relation to safeguarding matters.

4.   This will require the Nominated Governor and DSL to meet at least once a term and whenever required to liaise on specific issues.

Purpose of the Role

5.   The primary purpose of the Nominated Governor role is to ensure that the outcomes for children are met and the school is safe.

6.   The Nominated Governor should understand the strengths and weaknesses of the school and play a part in creating the development plan for safeguarding. It is useful for the governor and the DSL to agree a programme of monitoring throughout the year.

7.   It is important to remember that the role of the Nominated Governor is not to manage safeguarding within the school but to ensure that it is being properly managed.

Specific duties and responsibilities

8.   Nominated Governors will lead on safeguarding compliance and reporting on behalf of Trustees.   General guidance on what is required can be found in *Keeping Children Safe in Education* and *Working together to safeguard children.* In practice duties and responsibilities will include:

   a. **Leadership**

      i.   champion the promotion of well-being, safeguarding and child protection issues at the highest level within the School;

      ii.   encourage other members of the school committee to develop their understanding of the school committee's responsibilities with regard to well-

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[17] *Keeping children safe in education*, Part Two
[18] *Working Together to Safeguard Children*

being, safeguarding and child protection and support them in the performance of these duties;

iii. ensure that the school committee puts in place suitable child protection and safeguarding policies and associated procedures which have proper regard to prevailing regulations, guidance, standards and advice;

iv. be familiar with the Local Safeguarding Children Board (LSCB) guidance and procedures relating to safeguarding and child protection and associated issues, including local protocols for assessment and the LSCB's threshold document, contributing to inter-agency working;

v. contribute to ensuring any deficiencies in the School's safeguarding practices brought to the school committee's attention from any source are investigated and addressed.

b. Supporting the Designated Safeguarding Lead (DSL)

i. meet regularly with the school's Designated Safeguarding Lead (**DSL**) and any other relevant parties (such as the Nurse or HR Advisor) in order to monitor the effectiveness of the school's child protection and safeguarding policies and procedures and the implementation of these across the School;

ii. ensure that the DSL is part of the School's senior leadership team, and has sufficient time and resources at his/her disposal to carry out his/her duties effectively;

iii. ensure that the DSL (and Deputy DSL, if appointed) receive appropriate training to provide them with the knowledge and skills required to carry out the role at least every two years, and that their knowledge and skills are appropriately refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

c. Monitoring

i. ensure that the school committee is made aware of any proven incident or allegation (anonymised where appropriate) which has implications for the school's child protection and safeguarding policies or procedures;

ii. ensure that arrangements are in place for the inclusion of child protection training on the School's procedures in an induction programme for all people working in the school, no matter for how long, nor the status of that individual;

iii. ensure that the School makes opportunities available to staff to feed into and shape the School's approach to safeguarding and safeguarding policies;

iv. ensure safer recruitment procedures are in place and implemented with appropriate checks undertaken on all new staff and volunteers;

v. review the School's Single Central Register on at least a termly basis, after undertaking sufficient training to be able to interrogate the register and

identify potential deficiencies. It is recommended that at least one review per year is on an unannounced basis;

vi. ensure that the identity of and contact details for the DSL(s) and Nominated Safeguarding Governor, together with an outline of duties, will be publicised widely within the School community to ensure that pupils, parents, staff and school committees understand the purpose and importance of the roles;

vii. ensure that the school has an effective and robust method of recording safeguarding concerns and that concerns are recorded in writing at the time the concern arises;

viii. be aware of how safeguarding and child protection issues, including guidance on adjusting behaviours to reduce risks, the safer use of electronic devices, social media and the internet and advice on who to turn to for help, are addressed through the curriculum and schemes of work;

ix. ensure that appropriate IT filters and monitoring systems are in place to prevent children from accessing harmful or inappropriate material;

x. where applicable, ensure that staff have the necessary knowledge and understanding to keep looked after children safe, with identified staff tasked to promote the educational achievement of looked after children.

d. Reporting

i. ensure that regular risk assessments of factors particular to the school which have a bearing on the profile of particular well-being and safeguarding issues, such as (without limitation) historical concerns, looked after children, mental health, body image, self-harm, children missing education, radicalisation, pupils performing a caring role at home, children with special educational needs or learning difficulties, those for whom English is an additional language, child sexual exploitation, female genital mutilation and cyberbullying are carried out and reported to the school committee through the mechanism of the annual report;

ii. report each term to the School Committee, including a summary of safeguarding matters with particular reference to any incident which has required reporting to the Multi-Agency Support Hub (MASH)[19] or, in the case of allegations against staff or volunteer, to the Local Authority Designated Officer (LADO), or which has required the involvement of any external authority, whilst preserving strict confidentiality for the individuals involved (Appendix 3);

iii. work with the DSL to prepare an annual safeguarding report (to be sent by the School Committee to the Board of the Harpur Trust in the Autumn term for consideration at the January Trust Board Meeting) confirming that the safeguarding arrangements in the school have been formally reviewed and

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[19] From February 2014, all enquiries regarding children and families in Bedford are to be directed to the Multi Agency Safeguarding Hub (MASH) which as it its name implies has membership from the Police, social services, health and education amongst others.

meet the statutory requirements, and drawing the Trustees' attention to any significant incidents or themes;

iv.   support the DSL by overseeing the annual review of the school's Safeguarding policies and arrangements and reporting to school committee on these matters in the Autumn Term, in accordance with the terms of reference set out in Appendix 4;

v.   work with the DSL to identify if any themes are developing that might give cause for concern and reporting these to the Trust Board via the school committee;

vi.   both provide to, and seek from, the local authority and other relevant agencies information about how the Governing Body's duties in respect of safeguarding and child protection have been discharged, if appropriate or requested.

Serious Incident Reporting

9.   In the event of a serious incident arising in relation to safeguarding, it may be appropriate for the Chairman, Deputy Chairman and Chief Executive to make a Serious Incident Report to the Charity Commission.

10.   Nominated Governors and Designated Safeguarding Leads should ensure they have read and understood the Harpur Trust Serious Incident Reporting Policy which outlines the criteria to be used to define and identify a 'serious incident' and provides guidance on internal recording and reporting procedures.

Training, advice and guidance

11.   In carrying out the role, the Nominated Governor should attend appropriate training and keep up-to-date and well-informed about safeguarding legislation and guidance.

12.   The Nominated Governor may seek advice and guidance from other Nominated Governors, the Head, Chief Executive or the Education Development Manager. If they are in any doubt whatsoever about any matter, they should also discuss it with the Chairman of the School Committee.

Appendix 2 – Guidance on specific safeguarding issues to be included in respective school policies and in over-arching Trust policies[20]

Box 1: The school Child Protection Policy should include guidance and procedures in relation to the following specific safeguarding issues:

- ✓ Children missing from education
- ✓ Child Sexual Exploitation (CSE)
- ✓ Honour-based violence (HBV)
  - • Female Genital Mutilation (FGM)
  - • FGM mandatory reporting duty
  - • Forced Marriage
  - • Breast ironing
- ✓ Prevent duty and Channel programme
- ✓ Peer-on-peer abuse (including sexting)
- ✓ Children with Special Educational Needs and disabilities

Box 2: Additional safeguarding issues to be included in either the Child Protection Policy or other school policies

- ✓ Acceptable use of IT
- ✓ Anti-bullying
- ✓ Attendance
- ✓ Behaviour
- ✓ Complaints procedure
- ✓ First aid
- ✓ Health and safety
- ✓ Managing allegations against staff
- ✓ Missing children
- ✓ Online safety
- ✓ Physical intervention and use of reasonable force
- ✓ Safer perimeter / access to the school
- ✓ Staff code of conduct
- ✓ Supporting students with a medical condition

Box 3: Safeguarding issues covered in Harpur Trust over-arching HR policies

- ✓ Grievance and disciplinary
- ✓ Health and Safety
- ✓ Recruitment, Selection and Disclosure
- ✓ Whistleblowing

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[20] These lists are not exhaustive and will be under review in light of new policy guidance. For further information about specific safeguarding issues refer to *Keeping children safe in education*, Annex B.

N.B. There is a distinction between over-arching Harpur Trust policies which are designed to ensure legal compliance with employment law and school policies which include procedures based on operational demands. Accordingly, there will inevitably be areas of overlap between Trust policies and respective school policies in the area of safeguarding.

Appendix 3 – Termly safeguarding report to school committee

School: **Year:**

Table 1: Safeguarding development and training record

	Evidence / action / date		
	Autumn Term	**Spring Term**	**Summer Term**
Safeguarding policy and procedures • **Reviewed in line with KCSIE / WTSC / other relevant documents** • **Reviewed in line with safeguarding development plans (if appropriate)** • **Shared with staff** • **Ratified by School Committee**			
Designated Safeguarding Lead (DSL) and Deputy DSL Training. • **Training attended** • **Updates shared** • **Job description reviewed**			
Staff training • **In line with KCSIE** • **Induction of all new staff and volunteers** • **Safer recruitment training**			

School: **Year:**

Table 2: Statutory recording and reporting

		Autumn Term	Spring Term	Summer Term
No. of Unauthorised absences	Number			
	Comment if applicable			
No. of referrals to Child Missing In Education	Number			
	Comment if applicable			
Total no. of Children in Public Care / Looked after / Privately fostered	Number			
	Comment if applicable			
No. of referrals to LADO (allegation against a member of staff)	Number			
	Comment if applicable			

School: **Year:**

Table 3: Record of safeguarding cases and inter-agency working

	Autumn Term	Spring Term	Summer Term
No. of new safeguarding concerns referred by staff to DSL[21]			
No. of new safeguarding concerns referred by DSL to the MASH or Early Help Team.			
No. of children currently receiving support from a school-based professional (including school nurse, counsellor etc.)[22]			
No. of children currently known to be receiving support from external agencies including Health Service, CAMH, CHUMs etc. **who have not been recorded in previous terms' reports.**			
No. of children on 'Early Help Plan' **who have not been recorded in previous terms' reports.**			
No. of children on 'Child In Need Plan' **who have not been recorded in previous terms' reports.**			
No. of children on 'Child Protection Plan' **who have not been recorded in previous terms' reports.**			
Summary comment / analysis (optional)			

School: **Year:**

Table 4: Prevalence of specific safeguarding issues

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[21] For recording purposes, a safeguarding concern is one in which a high-level intervention was considered necessary to protect a child from maltreatment or from impairment of their health or development. In most cases, this will mean an intervention that goes beyond the school's usual system of pastoral monitoring and support (e.g. a referral to social services or other external agency). A new safeguarding concern will refer to a situation in which such an intervention takes place for a child who previously did not have a safeguarding file, OR in which a previously unknown issue has arisen for a child who did have a safeguarding file, which prompted a further high-level intervention.

[22] Counselling and Medical Centre Staff should keep a list of children who receive regular support over the course of each term. Medical Centre staff should only report numbers of students they are providing regular support to for safeguarding reasons or for highly complex or undiagnosed medical needs (not routine injuries or clearly known medical conditions such as asthma, diabetes).

		Autumn Term	Spring Term	Summer Term	Annual total
Bullying[23]	No. of reported incidents				
	No. of children bullied				
Sexting	No. of reported incidents				
	No. of children impacted (subjects of sexting)				
Peer-on-peer abuse (not recorded elsewhere)	No. of reported incidents				
	No. of children impacted (i.e. victims of peer-on-peer abuse)				
Self-harming (including eating disorders)	No. of reported incidents				
	No. of children self-harming				

Comment on any safeguarding developments, concerns or themes:

Form completed by………………………………………………………………………………………………………

Signed……………………………………………………………………………………………….Date………………..

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[23] Numbers recorded should reflect bullying or cyberbullying cases where it is clear that a child has been subjected to actions that were intended to hurt, embarrass or intimidate (physically or emotionally), normally in a repeated way or in a way that involves an inbalance of power between the perpetrator and the victim.

School: **Year:**

Table 5: Serious Incident Reports

	Autumn Term	Spring Term	Summer Term
No. of serious incidents reported during the period (not all Serious Incidents will be reported to the Charity Commission).			
No. of serious incidents reported to the Charity Commission			

Appendix 3 – Annual safeguarding report to school committee

School: **Year:**

Table 1: Safeguarding development and training record

	Evidence / action / date
Safeguarding policy and procedures • **Reviewed in line with KCSIE / WTSC / other relevant documents** • **Reviewed in line with safeguarding development plans (if appropriate)** • **Shared with staff** • **Ratified by School Committee**	
Designated Safeguarding Lead (DSL) and Deputy DSL Training. • **Training attended** • **Updates shared** • **Job description reviewed**	
Staff training • **In line with KCSIE** • **Induction of all new staff and volunteers** • **Safer recruitment training**	

School: **Year:**

Table 2: Statutory recording and reporting

		2014/15	2015/16	2016/17
No. of Unauthorised absences	**Number**			
	Comment if applicable			
No. of referrals to Child Missing In Education	**Number**			
	Comment if applicable			
Total no. of Children in Public Care / Looked after / Privately fostered	**Number**			
	Comment if applicable			
No. of referrals to LADO (allegation against a member of staff)	**Number**			
	Comment if applicable			

School: **Year:**

Table 3: Record of safeguarding cases and inter-agency working

	2014/15	2015/16	2016/17
No. of safeguarding concerns referred by staff to DSL			
No. of safeguarding concerns referred by DSL to the MASH or Early Help Team.			
No. of children receiving support from a school-based professional (including school nurse, counsellor etc…). *Please ensure that if a child receives support across multiple terms in a year please only list once.*			
No. of children receiving support from external agencies including Health Service, CAMH, CHUMs etc… *Please ensure that if a child receives support across multiple terms in a year please only list once.*			
No. of children on 'Early Help Plan'			
No. of children on 'Child In Need Plan'			
No. of children on 'Child Protection Plan'			

School: **Year:**

Table 4: Serious Incident Reports

	Autumn Term	Spring Term	Summer Term
No. of serious incidents reported during the period (Not all incidents will be reported to the Charity Commission).			
No. of serious incidents reported to the Charity Commission			

Table 5: Annual analysis of safeguarding issues and emergent themes

A) Please identify the most common safeguarding issues raised during the year with any supporting quantitative data.
B) Please provide a brief analysis of the above to include consideration of impact and causation and any emergent themes.
C) Next steps (what action do you intend / recommend to address the issues raised?)
Form completed by……………………………………………………………………………………………… (HAVE YOU COMPLETED APPENDIX 5 – SAFEGUARDING COMPLIANCE CHECKLIST?) **Signed……………………………………………………………………………Date………………..**

D) Next steps (what action do you intend / recommend to address the issues raised?)

Form completed by…………………………………………………………………………………………………

Signed…………………………………………………………………………………………**Date**………………..

Appendix 4 – Annual Review of Safeguarding in the school – terms of reference

Purpose

1   The purpose of the annual review of safeguarding in the school is to assure the Board of the Harpur Trust, through the school committee, that:

- policies are compliant with current law and best practice and are adhered to; and

- prompt and appropriate action is taken where concerns are identified; and

- proper records are being kept.

Scope

2   The review must cover all aspects of safeguarding policy and practice within the school, in order that the school committee can be confident it has met its statutory and best practice obligations and report on these matters to the Board of the Trust.

Methodology

3   The review should be instigated by the Nominated Safeguarding Governor in the Autumn Term. It should be conducted by the Nominated Safeguarding Governor and the Designated Safeguarding Lead (DSL) jointly.

4   Reliance should not be placed on verbal assurances alone; checks should be conducted to ensure the policies are compliant and that practice adheres to the policies (Appendix 5 provides a compliance checklist for school committees). In particular, the review should provide assurance that prompt action is taken whenever any concerns are raised about the safety of any child. In addition, checks should also be made to ensure proper records are being kept.

5   The review should analyse data from the current and previous years to establish whether any patterns emerge, which could be a cause for concern.

6   The review should attempt to adduce evidence wherever possible to underpin the findings.

Reporting

7   The Nominated Safeguarding Governor and DSL should report on their findings jointly in writing to the school committee and attend the school committee meeting at which the report is considered in order to answer any questions.

8   The school committee will report to the Board annually in the Autumn Term (for the Board meeting in January):

- to confirm that the safeguarding arrangements and policies in the school have been formally reviewed; and

- to confirm that the school's policies and practice meet the statutory requirements; and

- to draw the Trustees' attention to any significant incidents or themes.

9   The Board will formally approve these annual reviews. School committees and the Board will make formal notes in the minutes of their meetings on discussions on Safeguarding, including on the annual review of Safeguarding by the Board.

Appendix 5 - Safeguarding Compliance Checklist for school committees

Date of completion: **Person(s) undertaking the check:**

	Evidence of compliance e.g. *Training Logs, certification, induction checklists, committee meeting minutes etc…*	Action req. Y / N
1. The Child Protection Policy is publicly available via the school or college website or by other means and parents are made aware of the school's statutory responsibilities in accordance with the policy.		
2. All staff have read Part One and Annex A of *Keeping Children Safe in Education*, DfE, 2016		
3. There are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of *Keeping Children Safe in Education*, DfE, 2016		
4. The Headteacher and at least one school committee member have completed safer recruitment training.		
5. The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children including all relevant Disclosure & Barring Checks.		
6. All safer recruitment checks are evidenced in the Single Central Record and this checked regularly for accuracy.		
7. Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with national and LSCB guidance.		
8. A member of the school committee (usually the chair) has been nominated to be responsible for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Headteacher.		
9. The school has developed a code of conduct for staff that clearly outlines the school's expectations in relation to the behaviour of all staff and volunteers. This is provided to all staff at induction.		
10. Designated Safeguarding Lead: A senior member of the school's leadership team has been designated to take lead responsibility for dealing with child protection issues, to provide advice and support to staff and work with other agencies and they have received appropriate training to equip them to fulfil the role.		
11. There is an alternative person identified to fulfil the role in the DSL's absence and there is always cover for this role.		
12. The school keeps up to date records of all staff safeguarding training including levels of training and dates.		
13. The Designated Safeguarding Lead has received Prevent awareness training and the school has appropriate arrangements in place to prevent pupils being drawn into terrorism in line with the Prevent duty.		
14. The school committee regularly receives a report outlining how the school is fulfilling the statutory requirements for safeguarding; these reports and any identified actions are clearly referenced in the minutes of meetings.		