



[AVANTI SCHOOLS TRUST]

TOOLS

(TO BE COMPLETED AT SCHOOL LEVEL)

Role	Name	Phone	Email
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procedures (& links to Pan London procedures), guidance and Training:	
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are tangible throughout school life, where leadership at all levels understand the importance of modelling exemplary behaviour and attitudes. These characteristics influence our pupils to also model and grow up to behave appropriately.

- 2.1.4. Avanti Schools Trust recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children and young people are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice. Child protection forms part of the school's safeguarding responsibilities and is taken very seriously.

- 2.2.1. Some children and young people have an increased risk of abuse. Additional barriers can exist for some with respect to recognising and disclosing it.
- 2.2.2. Avanti Schools Trust are committed to anti – discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

- 3.1.1. Avanti Schools Trust is fully committed to meeting its responsibility to protect and safeguard the welfare of children and young people in its care. We recognise the important part we have to play in identifying children and young people at risk of abuse and neglect and in securing appropriate support for them and their families.
- 3.1.2. Safeguarding and promoting the welfare of children is defined in the Department for Education's (DfE) statutory guidance '[Keeping Children Safe in Education](#)' as1TJET@0.000008889
 - 3.1.2.1. Protecting children from maltreatment
 - 3.1.2.2. Preventing impairment of children's health or development.
 - 3.1.2.3. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - 3.1.2.4. Taking action to enable all children to have the best outcomes
 - 3.1.2.5. 'Children' includes everyone under the age of 18.

- 3.2.2. *Section 175* of the [Education Act 2002](#) places a statutory duty on the governing bodies (School Stakeholder Committees) to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.
- 3.3.1. [Section 11 Children Act 2004](#) sets out the arrangements that schools and other specified settings must make to safeguard and promote the welfare of children. These arrangements are outlined within our policy and procedure so that all staff, families, and the local community are provided with a clear understanding of our school's processes and commitment to safeguard and promote the welfare of children and young people in our care.
- 3.3.2. [Children and Social Work Act 2017](#) brought about a new partnership arrangement to safeguard children. Each school in the Avanti Schools Trust works closely and collaboratively with their respective local authority in order to promote a 'Think Whole Family' approach to safeguarding. As a relevant agency Avanti Schools Trust is committed to fulfilling its statutory duty to engage with these arrangements.
- 3.3.3. All staff in Avanti Schools Trust Schools which includes Principals, teachers, non-teaching/support staff, governing bodies (SSCs) , proprietors and management committees should read part 1 of statutory guidance [Keeping Children Safe in Education \(DfE September 2023\)](#) (KCSE), which sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in our schools.
- 3.3.4. [KCSE](#) incorporates a range of related responsibilities for schools and statutory duties introduced to protect children and young people, including Female Genital Mutilation and Radicalisation.
- 3.3.5. Our policy and procedure is written in accordance with [KCSE](#) and similarly should be read by all staff. Our policy and procedure also reflects government advice [What to do if you're worried a child is being abused – Advice for practitioners](#)
- 3.3.6. It is also expected that all staff are made aware of related internal school policies including: The Pupil Behaviour policy and The Staff Behaviour Policy (code of conduct).
- 3.3.7. All staff at Avanti Schools Trust schools undersso g0 G -0.024 Tc[m5 3 59r(a)9(f)5(f)-4()-3(B)4(eh)-6(

- 3.3.8.1. Provide a caring, positive, safe, and stimulating environment that promotes the social, physical, and moral development of the individual child.
- 3.3.8.2. Provide a caring, positive, safe, and stimulating environment that promotes the social, physical, and moral development of the individual child.
- 3.3.8.3. Always act in the best interests of the child, taking their wishes and feelings into account.
- 3.3.8.4. Ensure that all staff and volunteers are recruited using robust 'Safer Recruitment' processes (Avanti Schools Trust Safer Recruitment Procedures).
- 3.3.8.5. Aim to identify concerns early and prevent concerns from escalating. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead (DSL), sharing information with other professionals to support early identification and assessment and, in some cases, providing the lead professional in undertaking an early help assessment.
- 3.3.8.6. Establish and maintain an environment where children feel respected, **safe**, and are encouraged to talk and be listened to when they have a worry or concern.
- 3.3.8.7. Require any member of staff who has a concern about a child's welfare to **follow**

support updates. Each school has its own Designated Safeguarding Lead and more than one Deputy Designated Safeguarding Lead.

4.2.1. It is the responsibility of the Trust's Board of Trustees to ensure that their school complies with its leg773sv.66 68iTf1 0 0 1 111.98 744.7 Tm0 g87.527843 reWñBT/F1 12 Tf1

- 4.2.3.8. Ensure that _____ are in place and are applied for all staff and volunteers to ensure suitability to work with children, including the requirement for at least one person conducting an interview to have completed safer recruitment training.
 - 4.2.3.9. Ensure that _____ are in place and embedded across the school, as set out in 7.3
 - 4.2.3.10. Ensure that other related procedures are in place and embedded as set out in The [Guidance for Safer Working Practice](#)
 - 4.2.3.11. Ensure that appropriate responses to children who go missing from education, particularly repeat occasions, are in place to help identify the risk of abuse and neglect, including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
 - 4.2.3.12. Ensure that other related procedures e.g. FGM; domestic abuse; anti-bullying; Child-on-child abuse (including sexual violence and sexual harassment); Preventing Harassment; Preventing Radicalisation; Trafficking; and Modern-Day Slavery; are in place and embedded.
 - 4.2.3.13. Ensure any deficiencies in safeguarding arrangements are remedied without delay.
 - 4.2.3.14. Ensure that staff are equipped to respond to the needs of vulnerable children including those with disabilities and those who are Looked After by the Local Authority.
 - 4.2.3.15. Ensure that the curriculum supports children in recognising and responding to risks, including on-line safety.
- 4.2.4. Principals will take a proportionate risk-based approach to the level of information provided to temporary staff and volunteers on induction.
- 4.3.1. Each school within the Avanti Schools Trust will appoint a DSL who is a member of the senior management team and takes lead responsibility for safeguarding and child protection. This is explicit in the role-holder's job description (See Annex A for government's role description). The Deputy DSLs are trained to the same standard as the DSL.
- 4.3.2. Note: Whilst the activities of a DSL can be delegated to appropriately trained deputy DSLs, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.
- 4.3.3. During term time each DSL or Deputy DSL will always be available (during school hours) for staff to discuss any safeguarding concerns. Each school will ensure appropriate cover arrangements for any out of hours/ out of term activities.

4.3.4. The DSL and deputy will liaise with the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group) and work with other agencies in line with [Working Together to Safeguard Children 2018](#)

4.3.5. The DSL's will:

4.3.5.1. Undergo training to provide them with the knowledge and skills required to carry out the role. Training should be updated every two years with regular updates (at least annually) on developments in between, e.g. via e-bulletins, Forums for DSLs, and reading time, to keep up with any developments relevant to their role.

4.3.5.2. Act as focal point for staff concerns and liaise with the Local Authority and other agencies in accordance with Working Together to Safeguard Children 2018.

4.3.5.3. Refer all cases of suspected abuse to local children's Social Care crime hubs, Forums via the Multi-agency Safeguarding Hub (MASH).

4.3.5.4. Refer all cases to the police where a crime has been committed.

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For the full Role Description 0.0000eW hBT/F1 12 Tf1 0 0 1 111.98 509.59 Tm0 g0 G[(4.3)-30 596a1T

- 5.2.1. The DSL will decide upon the most appropriate course of action and whether the concerns should be referred to Children's Social Care. If it is decided to make a referral to Children's Social Care parents will be informed, unless to do so would place the child at further risk or undermine the collection of evidence e.g. obtaining forensic evidence. All concerns, discussion and decisions will be recorded in writing. The DSL will provide guidance on the appropriate action. Options will include:
- 5.2.1.1. Managing any support for the child internally via the school/college's own pastoral support processes.
 - 5.2.1.2. An early help assessment; or
 - 5.2.1.3. A referral for statutory services e.g. the child might be in need, is in need or suffering or likely to suffer harm.
- 5.3.1. All staff play an important role in safeguarding and promoting the welfare of children and should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. This may be done for example, by immediately speaking with the DSL, or their deputies, regarding any concerns or emerging issues, sharing information with other professionals to support early identification and assessment etc. Taking these steps may prevent concerns from escalating.
- 5.3.2. If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to Children's Social Care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.
- 5.4.1. A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. The Local Authority is required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

- 5.5.1. Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare

5.10.1. When a child protection concern has been identified, reported, or disclosed, the member of staff receiving this information should:

5.10.1.1. Make brief notes as soon as possible. Use the school Record of Concern Sheet wherever possible or log this as a new action onto CPOMS; all relevant additional information is to be scanned/attached to CPOMS (if required).

5.10.1.2. Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child/children scanned/attached

5.10.1.4. Draw a diagram to indicate the position of any visible injuries (i.e. do not undress the child beyond outer clothing that would normally be removed at school). This can also

not prevent or limit the sharing of information for the purposes of keeping children safe. Fears about sharing information be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

- 6.2. [Further advice can be found on the Information Commissioner's Website](#) and in particular the [ICO Guide to Data Protection](#) which includes guidance on the GDPR.
- 6.3. The DfE has also published [Information Sharing Advice for Safeguarding Practitioners](#) And [Data protection: a toolkit for schools](#)
- 6.4. This document includes the seven golden rules to information sharing:
 - 6.4.1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
 - 6.4.2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
 - 6.4.3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
 - 6.4.4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where there is a lawful basis to share information e.g. S47 or S17 enquiries it is good practice to inform parents that the information will be shared.
 - 6.4.5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
 - 6.4.6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
 - 6.4.7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.
 - 6.4.8. All staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to Children's Social Care.

them under the *Sexual Offences Act 2003*.

7.3.6. Each school will also ensure that any member of staff facing an allegation will be provided with support, including a named contact if they are suspended. We will work effectively with the specific LADO to help ensure that the matter is dealt with as quickly, fairly and consistently as possible in the interests of all concerned.

7.3.7.

to commit an offence, cause personal injury or damage property.

- 8.3. Where the use of force is necessary, plans and reasonable adjustments should be made for disabled children and children with special educational

10.3.4. Schools have an important role to play in supporting the mental health and

appropriate. Online safety is included in our curriculum at all levels and information is also provided to parents

11.4.1. – being exposed to illegal, inappropriate, or harmful content

11.4.2. – being subjected to harmful online interaction with other users

11.4.3. –personal online behaviour that increases the likelihood of, or causes, harm

11.4.4. –risks such as online gambling, inappropriate advertising,phishing and/or financial scams.

11.5. All staff are made aware of the policy on Online Safety which sets our expectations relating to:

11.5.1. Creating a safer online environment – including training requirements, filters, and monitoring.

11.5.2. Giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line.

11.5.3. Inspiring safe and responsible use and behaviour.

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- sexual harassment both online and off line including those which have happened outside school.
- 12.2.10.2. The wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible.
 - 12.2.10.3. The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour.
 - 12.2.10.4. The ages and developmental stages of the children involved.
 - 12.2.10.5. Any power imbalance between the children e.g. age differential, disability or learning difficulty.
 - 12.2.10.6. If the alleged incident is a one-off or a sustained pattern of abuse.
 - 12.2.10.7. Any ongoing risks to the victim, other children, adult pupils or staff; and
 - 12.2.10.8. Other related, contextual issues e.g. in the community/local environment.
 - 12.2.10.9. If both the alleged perpetrator and victim are still attending the same school/college, how best to keep them at a reasonable distance apart (including on transport).([KCSIE](#) 2023 section 448 for further information)
- 12.3.1. Where appropriate, the management of such cases will be agreed with in consultation with children's social care and/or the police or other specialist service. There are four possible routes – underpinned by the principle that such behaviour is
 - 12.3.2. - In some case of sexual harassment, e.g. one-off incidents, it might be appropriate to handle the incident internally, perhaps through utilising our behaviour and bullying policies and by providing pastoral support.
 - 12.3.3. – Providing early help can be particularly useful to address non- violent harmful sexual behaviour and may prevent escalation of sexual violence.
 - 12.3.4. – Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to children's social care, who will determine whether any of the children involved are in need of protection or other services. Referring to children's social care should not delay our schools from taking immediate action to protect the victim and other children. However, we will ensure that any such actions do not jeopardise a statutory investigation.
 - 12.3.5. Any report to the police will generally be in parallel with a referral to children's social care. Where a report of rape, assault by penetration or sexual assault is made, the matter should be passed on to the police. If the alleged perpetrator is under ten (below the age of criminal responsibility), the principle of reporting to the police remains. The police will take a welfare approach, rather than a criminal justice approach.
 - 12.3.6. The school/college will consult the police and agree what information can be

deliberately invented or malicious the schools will consider if any disciplinary action is appropriate in accordance to their behaviour policy.

13.4.1. are forms of abuse and both occur where an individual or group takes advantage of an

- 13.7.1. The cross-government definition of domestic violence and abuse is: 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 or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

exposed to it in their own home. Part 1 of the Bill provides that a child who sees or hears, or experiences the effects of, domestic abuse and is related to the person being abused or the perpetrator is also to be regarded as a victim of domestic abuse. This will help to ensure that locally commissioned services consider and address the needs of children affected by domestic abuse.

- 13.8.5. Our schools recognise the immediate and long-term impact of domestic abuse on a child's development and emotional wellbeing. All staff will remain vigilant to identifying the signs so that early help and protective action can be instigated where appropriate. We endeavour to provide the child with a safe and caring environment at school to help mitigate the impact of home-life stresses.
- 13.8.6. Any notifications received from the police/MASH of domestic abuse incidents, will be promptly reviewed by the DSL. This will enable the school to respond appropriately to the impact on the child/young person and to share any additional information with MASH to assist in the overall identification and assessment of risk.
- 13.9.1. So-calle

practice.

13.10.4. We aim to work sensitively with community groups where this may be a cultural

divert any young people from associated harm: Click here for further guidance
[Channel Duty Guidance](#)

- 13.16.1. We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the local authority. In all schools in the Avanti School Trust we will confirm the status of every pupil's care arrangements on admission (or when a pupil's care arrangements change) and notify the local authority of any known or suspected Private Fostering

13.18.2. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

digital safety) and when deciding whether to make a referral by liaising with relevant agencies.

A.6.1.7. Act as a source of support, advice, and expertise for staff

A.7.1. To undergo training, at least every two years, to acquire the knowledge and skills required to carry out the role.

A.7.2. To undertake Prevent awareness training; and

A.7.3. To ensure knowledge and skills are refreshed at regular intervals, as required, but at least annually to keep abreast of developments relevant to their role so they:

A.7.3.1. Understand the assessment process for providing early help and intervention;

A.7.3.2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and effectively contribute when required to do so;

A.7.3.3. Ensure each member of staff has access to and understands this Policy and child protection procedures, and in particular, new and part-time staff;

A.7.3.4. Are alert to the specific needs of children in need, those with special educational needs two years, to acquire the education(eo)3(acqu)-7(in

account of their wishes and feelings, among all staff, in any measure the School puts in place to protect them.

- A.8.1. The designated safeguarding lead should:
- A.8.1.1. Ensure the school's child protection policies are known, understood, and used appropriately.
 - A.8.1.2. Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Trustees, the School Improvement Lead for Inclusion and SSCs regarding this.
 - A.8.1.3. Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
 - A.8.1.4. Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
 - A.8.1.5. To help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and Senior Leadership Team;
- A.9.1. When a child transfers to another school or college, the DSL should inform the receiving school within five school days that a child protection/ safeguarding file exists. The receiving school should routinely ask the previous school if a child protection/safeguarding file exists, for all transfers. The original child protection/safeguarding file must be passed on either by hand or sent recorded delivery, separate from the child's main school file, within five school days from notification. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. Parents should not be used as couriers for such files. [Guidance on the Transfer of a Child Protection or Safeguarding File to another education setting – July 2017](#)
- A.10.1. During term time the DSL or deputy should always be available (during school hours) for staff to discuss any safeguarding concerns. Whilst generally speaking the DSL or deputy would be expected to be available in person, it is a matter for individual schools, working with the DSL to define what "availab ¢

1.	Child clearly identified
2.	Name, designation and signature of the person completing the record populated?
3.	Date and time of any incidents or when a concern was observed?
4.	Date and time of written record?
5.	Distinguish between fact, opinion and hearsay
6.	Concern described in sufficient detail, i.e. no further clarification necessary?

7.



- C.1. All staff should be aware that firstly; abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition and, in most cases, multiple issues will overlap with one another. Secondly, harmful behaviours such as substance abuse, sexting and truanting can put children in danger, and thirdly; that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments.
- C.2. All staff, but especially the DSLs and their deputies should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation, and serious youth violence.
- C.3. Keeping Children Safe in Education defines types of abuse and neglect as follows:
- C.3.1. **Child Abuse or Neglect** : a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
- C.3.2. **Physical Abuse or Neglect** : 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.
- C.3.3. **Emotional Abuse or Neglect** : 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



