

Springbank Academy



Character Education Values

Courtesy-Forgiveness-Determination-Self-Discipline-Gratitude-Honesty

Our whole school vision is:

Springbank Academy is a place where all of our children and staff will have the opportunity to excel. Everyone will be safe, happy and cared for. Our curriculum and values will inspire everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable all to gain the foundations for a quality future and a love for life-long learning.

In all we do we remember our school motto:

Caring-Happy-Healthy-Sporty-Scientific

School Values

Sportsmanship-Tolerance- Appreciation- Respect-Friendship-Integrity-Sensitivity-Helpfulness

Trust Safeguarding Policy

October 2021



Policy Lead: Adam Lumley



Deputy Lead: Dawn Wigley



Link Governor: Sara Dunn

Springbank Academy is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.

Springbank = success for all

There is a key that unlocks every child's learning, our job is to find that key.

Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank Academy Policy.

White Hills Park Trust Safeguarding Policy September 2021

1. Principles and Purpose

In the White Hills Park Trust, we believe that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practise in a way that protects them. The purpose of this document is to provide a summary of the aspects of safeguarding and child protection that are common across the Trust.

Each school in the Trust has an individual policy published on their website which is fully compliant with the Trust policy and which has been written with regard to the school's individual context. The school policy should be read in conjunction with the Trust policy. The White Hills Park Trust requires each individual academy within the Trust to have safeguarding arrangements which meet statutory requirements, reflect the requirements of our Local Authority and comply with any additional expectations of good practice, determined by the Trust.

This policy should be read alongside the following documents:

- Individual school Safeguarding and Child Protection policy
- White Hills Park HR policies, including staff Code of Conduct, Whistleblowing and staff use of IT
- White Hills Park Trust School Development Policy
- DfE Keeping Children Safe in Education – September 2021
- Working Together to Safeguard Children – July 2018
- The Children Act 1989 and 2004
- The Children and Social Work Act 2017
- The Education Act 2002
- Covid-19 safeguarding in schools, colleges and other providers 2020

The above list is not exhaustive but when undertaking development or planning of any kind the academy will consider safeguarding matters.

2. The Law and National Framework

The requirements of the Trust and each Academy to safeguard and promote the welfare of all children and young people are embedded in legislation, government and Local Authority guidance. The Policy of the Trust is in line with this wider framework.

2.1 Legal

Appendix 2 outlines the key legal framework and the important difference between prevention and protection which now underpin the work of safeguarding.

2.2 Government

The government guidance 'Working Together to Safeguard Children – July 2018' and 'Keeping Children Safe in Education 2021' are the essential national safeguarding

documents and give practical guidance on implementing legal requirements. Each school should have at least one copy of each which should be accessible to staff.

All adults working within the Trust must be issued with their own copy of Part 1 and Annex A of 'Keeping Children Safe in Education 2020'. Time must be given for staff to read the document and they must confirm by return that they have both read and understood the document.

2.3 Local

Local Safeguarding Partnerships (LSPs) are made up of senior managers from each main organisation to oversee at a local level the working together arrangements for safeguarding. Each partnership arrangement will have a unique offer that relates to the community they serve. This body produces local procedures which are in line with 'Working Together to Safeguard Children – July 2018' and which influence each organisation's own procedures.

Each school should have a copy of, and show due regard to, their local partnership arrangements. It is also an expectation of the Trust that Designated Safeguarding Leads will attend update events and training as required by their local partnership arrangements.

2.4 Organisational

Each school has in place its own published safeguarding policy which mirrors and complements all of the above. This must be published on individual school websites.

2.5 Definitions

It is important to see safeguarding as the 'umbrella' term for everything that is done to support children and young people, to keep them safe and promote their welfare. 'Working Together to Safeguard Children – July 2018' defines safeguarding as:

- protecting children from maltreatment;
- preventing impairment of a child's mental and physical health and 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 life chances.

Child protection however is defined as:

- part of safeguarding and promoting welfare; and
- the activity to protect specific children who are suffering, or who are likely to suffer, significant harm.

Child Protection is only one part of safeguarding and the spirit of the legislation is about promotion of children's needs and the prevention of harm. This supports the need for all staff to be able to respond early when they have a concern rather than wait until something is more defined and certain. The most critical message from the legislation is that 'the child's welfare is paramount'.

3. Roles and Responsibilities

Everyone has a role to play in ensuring the well-being and safety of children, young people, their families and each other.

Below is a brief description of those core responsibilities.

3.1 All Staff

All staff will:

- make sure they have undertaken the appropriate training for their role;
- take responsibility to report any concerns, no matter what their role;
- ensure they have a copy of part 1 and Annex A of Keeping Children Safe in Education 2020 and that they have read and understand it;
- be aware of the need to minimise their own vulnerability in not being alone with children or in situations that could render them vulnerable to poor practice and/or allegations against them; and
- always be aware of the needs of young people and be vigilant for any possible signs of abuse.

3.2 The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is the member of the school Senior Leadership Team who is responsible for the strategic leadership of safeguarding. The DSL is the person to whom staff should pass their concerns and who will ensure a practical and efficient way of dealing with those concerns.

The DSL will:

- ensure an open and efficient route for staff to bring concerns to them of any sort and to have their concerns taken seriously;
- ensure they are appropriately trained to carry out the role;
- support staff in ensuring they receive appropriate training;
- ensure staff are aware of the way to report concerns;
- ensure procedures are followed and adhered to with regard to referring a child if there are concerns about possible abuse;
- offer clear advice and support to staff bringing concerns or needing help;
- consider whether concerns referred to him/her need to be referred to Children's Services Social Care;
- offer appropriate feedback as necessary as to the progress of the concern;
- maintain written records of concerns about a child even if there is no need to make an immediate referral and keep a record system to ensure consistency;
- discuss any complex concerns with the Head Teacher;
- ensure that all such records are kept confidentially and securely and are separate from pupil records;
- ensure that an indication of further record-keeping is marked on the pupil record;

- ensure that particularly complex cases are referred without delay, and especially where it involves a child or young person subject to a child protection plan;
- follows the LSP's escalation policy where cases are not progressing in an acceptable manner; and
- gather, collate and analyse as appropriate all relevant information for purposes of quality assurance.

3.3 Deputy Designated Safeguarding Lead(s)

Each school will appoint at least one Deputy Designated who will formally provide cover and additional capacity for the DSL. Each Deputy DSL will be trained to the same level as the DSL.

In the event of the long-term absence of the DSL, the Head Teacher will identify a Deputy DSL to undertake the duties of the DSL listed above.

3.4 The Head Teacher

The Head Teacher in each Academy is responsible for ensuring the Designated Safeguarding Lead is effective in their role of providing and accessing high quality services to safeguard and promote the welfare of children and young people including:

- ensure that the school has a Designated Safeguarding Lead;
- offer day to day support and guidance to the DSL as necessary;
- oversee the promotion of safeguarding throughout school, ensuring all staff are appropriately trained and aware of their responsibilities;
- ensure cover is provided where necessary in the absence of the DSL;
- offer supervision to the DSL in relation to their role and decisions made;
- ensure that a senior member of staff is designated as the person in charge of Looked After Children and receives appropriate training;
- encourage pupils and parents to inform the school of any concerns;
- work with the representative of the Local Governing Body to ensure that the LGB is able to assure the quality of school safeguarding practice;
- ensure all recruitment procedures follow safeguarding best practice based on advice from the Trust HR team;
- contribute as appropriate to quality assurance processes; and
- ensure sufficient allocation of time is given to DSLs to undertake the role.

3.5 The Senior Leadership Team

The SLT will support the Head Teacher to discharge the duties to safeguard children and young people. The SLT will:

- promote the importance of safeguarding throughout the school;
- oversee the effectiveness of safeguarding systems, especially procedures, and review and report any changes that are required;
- support the work of the DSL to ensure an effective process for dealing with concerns;
- ensure that the chain of accountability is clear from front line to senior level.

3.6 The Local Governing Body (LGB)

The LGB will ensure that the school:

- has a designated governor for safeguarding;
- has in place safeguarding arrangements which are designed to take account of all possible safeguarding issues including Child Sexual Exploitation and Preventing Radicalisation [Prevent Duty \(DfE\)](#);
- adheres to safe recruitment practices;
- develops a culture of listening to children and take account of their wishes and feelings;
- makes age appropriate provision for teaching children and young people about how to keep themselves safe, including online, and enjoy healthy lifestyles, as part of a broad and balanced curriculum;
- appoints a designated teacher to promote the educational achievement of children who are looked after (LAC) and for those who are post adoption, and ensures that staff have the skills, knowledge and understanding necessary to keep LAC safe;
- put in place appropriate safeguarding responses to children who are missing from education.

3.7 The Trust Safeguarding Lead

The Trust Safeguarding Lead will:

- ensure that Trust policies and procedures are reviewed and updated in line with national and local requirements and appropriate changes disseminated to all schools;
- ensure that there are systems in place to support the effective management of safeguarding, especially the role of DSLs, training for all staff and supervision as appropriate;
- offer or signpost appropriate advice and support with safeguarding concerns to Head Teachers especially when they are complex and/or relate to allegations against staff;
- ensure Quality Assurance processes are in place including an annual Safeguarding Review and oversee the information they produce to measure the progress and effectiveness of existing safeguarding frameworks; and
- produce information to the Trust Board in relation to Safeguarding in order to ensure that the Board can demonstrate that it is discharging its safeguarding obligations appropriately.

3.8 Chief Executive

The Chief Executive, as Accounting Officer will provide appropriate challenge and support to Head Teachers and the Trust Safeguarding Lead to ensure the Trust and the schools within it are taking all opportunities to safeguard and protect the children and young people who access their services.

3.9 Trust Human Resources Manager

The Trust Human Resources Manager will:

- maintain the Single Central Register for all schools in the Trust
- ensure that all vetting procedures are in line with Keeping Children Safe in Education (part 3 'Safer Recruitment')
- ensure that all schools are aware of the procedure to follow when procuring the services of non-contracted members of staff, e.g. volunteers, contractors, etc.
- liaise with schools to ensure that information held on the SCR is up-to-date and any gaps in evidence are identified and rectified immediately
- ensure the SCR is monitored, checked and quality assured on a termly basis

4. Governance of Safeguarding

The White Hills Park Trust has appointed a Trustee to maintain oversight of the Trust's safeguarding arrangements.

The day-to-day leadership of safeguarding is delegated to the Trust executive team, under the leadership of the Trust Safeguarding Lead and the CEO, who will work with Head Teachers and DSLs to ensure that all statutory duties are fulfilled.

The Trust Safeguarding Lead and the CEO provide regular reports to the Trustee with responsibility for safeguarding along with other members of the Trust Board.

The role of the Safeguarding Trustee, with the support of the Trust Board, is to provide appropriate challenge and support to the Executive and Trust Safeguarding Lead to ensure that they are satisfied that the Trust is fulfilling its safeguarding duties identified in the statutory guidance Keeping Children Safe in Education 2021.

5. Quality Assurance

Robust safeguarding practices and procedures are key to supporting and safeguarding the children and young people in the White Hills Park Trust. Effective quality assurance measures are essential in ensuring the practices and procedures are fit for purpose. Categorisation of the school under the Quality Assurance procedures

- Annual Safeguarding Review – Carried out by Trust Safeguarding Lead and CEO, the review considers all areas of Safeguarding practice, identifies next steps and recommended actions. Feedback is given directly to Head Teacher / SLT, and a written report provided for LGB / Trust Safeguarding Lead;
- Termly SCR check carried out by Trust HR manager;
- Policy Review – Trust safeguarding Lead reviews the school Safeguarding policy annually to confirm that it meets statutory guidelines, is fit for purpose and conforms with Trust Safeguarding policy and procedures;
- Head Teacher signs an annual declaration, confirming that the school has a suitable policy which is clearly understood and known by staff, that all local arrangements are in place in line with the policy and that staff have received suitable training;
- If any safeguarding issues are identified during the ongoing Quality assurance programme (see School Development Policy), they are reported to the CEO or Trust

Safeguarding Lead, and further investigation and / or appropriate remedial action is put in place.

In the event of QA identifying any serious safeguarding concerns which cannot be easily and quickly rectified, this may lead to the school receiving a category D judgement (see School Development policy).

6. Escalation

Staff need to be aware of those times when concerns may look as though they are not progressing to an outcome or some form of action. This may be indicated by:

- difficulty in getting hold of a DSL;
- staff not being satisfied about the decision of the DSL or Head Teacher;
- staff aware that a colleague has not passed on a concern;
- external agencies not accepting a referral from a school when it is felt one is needed;
- staff not aware of what has happened to their concern because of a lack of feedback.

It is important that staff do not close down a concern because they feel “stuck” or “they can’t do anymore”. It is important to escalate concerns to DSLs, Head Teachers, other senior staff or if necessary, to the Trust Safeguarding Lead.

If there are concerns about the work of an external agency please refer to the escalation policy published by the Local Safeguarding Partnership.

The important principle is not to allow a concern to be “closed down” without it having received the necessary attention, assessment and resolution.

If the options above have been explored fully and the concern still isn’t being handled effectively and therefore placing the child or young person at risk, it is important that you continue to escalate your concerns by contacting the Safeguarding Trustee via the Trust Human Resources Manager or by contacting the NSPCC Whistleblowing Advice Line on 0800 028 0285.

7. Managing Allegations against Adults Working within the Trust

The Trust takes very seriously allegations against members of staff and acknowledges that if concerns are not addressed as early as possible they can create unsafe working environments and leave staff and children increasingly vulnerable.

The Trust has a ‘Managing Allegations against school staff’ Policy which should be followed in all cases where concerns are identified in relation to an adult working within the Trust, and where there is conduct which affects/could affect pupil welfare or may result in a potential safeguarding issue. The ‘Code of Conduct’ also sets out the expectations and underlying principles of staff behaviour in relation to their conduct towards pupils.

Concerns about colleagues in the context of pupil welfare and safeguarding may arise in a number of ways. These concerns may sometimes be ‘low level’ but create a concern that a member of staff has acted in a way which is inconsistent with the Code of Conduct:

- poor attitude or practice that potentially impacts on the general well-being of children that need addressing;
- aspects of poor practice witnessed by others, such as over-friendliness, having favourites etc;
- staff speaking against the ethos of the school;
- non-compliance with Trust's policies and procedures relating to safeguarding.

More specifically, allegations may be made against an adult working within the Trust by a child or colleague in relation to abuse. All of the above will be seen as reportable matters and discussions must take place without delay with the Head Teacher.

However, certain allegations in relation to staff have to be reported by the Head Teacher to the Designated Officer who is the statutory lead for dealing with and advising about such issues, specifically where a member of staff 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;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Internal decisions in such cases should not be finalised without the advice of the Designated Officer. The reasons why staff may not wish to report their colleagues have to be understood.

It would not be unusual for people to know and believe that practice is not acceptable but feel unable to respond because of the fear:

- they might have the concerns wrong;
- for their own job and prospects if they report another colleague;
- of isolation by other staff;
- about what might happen to the member of staff in the long term.

It is particularly difficult if staff members are also close friends and/or partners in a relationship.

It must be recognised that the child's welfare remains paramount at all times and it can be very easy to lose sight of the impact on others of being on the receiving end of unacceptable and sometimes illegal behaviour. The Trust has procedures in place for the appropriate handling of both low level and more serious safeguarding concerns and it is extremely important that all staff feel confident to report any such issues immediately.

Issues concerning attitude and poor practice may be dealt with internally and as part of the member of staff's development and competency. However, if such concerns are persistent and any plan with that member of staff has not affected change, advice should be sought and appropriate people included in the decision-making process.

Appendix 1 – Our schools and Key Personnel



Designated Trust Safeguarding Lead Simon Morton: simon.morton@whptrust.org

Designated Safeguarding Leads and Deputy Designated Safeguarding Lead/s at each of the Trust's academies can be found from each academy's safeguarding policy on their respective websites:



[Alderman White School](#)



[Bramcote College](#)



[John Clifford School](#)



[Springbank Academy](#)



[The Florence Nightingale Academy](#)



Nominated Safeguarding Director: Ruth Brittle

The first port of call for raising safeguarding concerns related to an academy within the Trust, should ordinarily be to the Senior Designated Safeguarding Lead, or to the Headteacher of each Academy. If this route is unavailable or inappropriate, contact The White Hills Park Trust at safeguarding@whptrust.org.

Appendix 2 – Legal Powers and Duties

The Children Act 1989 and 2004 outline the powers and duties to safeguard and promote the welfare of children. The key sections are described below.

Children Act 2004

Section 10 requires each Local Authority to make arrangements to promote cooperation between the authority, each of the authority's relevant partners and such other persons or bodies working with children in the Local Authority's area as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of children in the authority's area, which includes protection from harm or neglect alongside other outcomes.

Section 11 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged with regard to the need to safeguard and promote the welfare of children. This is a particularly important section for the Trust and all schools in understanding its need to co-operate with Children's Services Social Care in fulfilling this duty to safeguard and protect.

The Children and Social Work Act 2017

The Children Act 2004, as amended by the Children and Social Work Act 2017, strengthens this already important relationship by placing new duties on key agencies in a local area. Specifically the police, clinical commissioning groups and the local authority are under a duty to make arrangements to work together, and with other partners locally, to safeguard and promote the welfare of all children in their area.

Education Act 2002

Section 175 places a duty on Local Authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are either pupils at a school or who are pupils under 18 years of age attending further education institutions.

Children Act 1989

The Children Act 1989 places a duty on Local Authorities to promote and safeguard the welfare of children in need in their area.

Section 17(1) of the Children Act 1989 states that it shall be the general duty of every Local Authority:

- a) to safeguard and promote the welfare of children within their area who are in need; and
- b) so far as is consistent with that duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children's needs.

Section 17(10) states that a child shall be taken to be in need if:

- a) the child is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a Local Authority under Part III of the Children Act 1989;

- b) the child's health or development is likely to be significantly impaired, or further impaired, without the provision of such services; or
- c) the child is disabled.

Under section 17, Local Authorities have responsibility for determining what services should be provided to a child in need. This does not necessarily require Local Authorities themselves to be the provider of such services.

Section 47(1) of the Children Act 1989 states that:

Where a Local Authority:

- a) are informed that a child who lives, or is found, in their area (i) is the subject of an emergency protection order, or (ii) is in police protection; and
- b) have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm: the Authority shall make, or cause to be made, such enquires as they consider necessary to enable them to decide whether they should take any action to safeguard and promote the child's welfare.

Section 53 of the Children Act 2004 amends both section 17 and section 47 of the Children Act 1989, to require in each case that before determining what services to provide or what action to take, the Local Authority shall, so far as is reasonably practicable and consistent with the child's welfare:

- a) ascertain the child's wishes and feelings regarding the provision of those services or the action to be taken; and
- b) give due consideration (with regard to the child's age and understanding) to such wishes and feelings of the child as they have been able to ascertain.

Police Protection Powers

Under section 46 of the Children Act 1989, where a police officer has reasonable cause to believe that a child could otherwise be likely to suffer significant harm, the officer may:

- remove the child to suitable accommodation; or
- take reasonable steps to ensure that the child's removal from any hospital, or other place in which the child is then being accommodated is prevented.
- No child may be kept in police protection for more than 72 hours