



Version	Author/Owner	Drafted	Origin of Change / Comments	Changed by
1	Lisa Smith	June 2017	Creation of policy.	Adam Griffin
2	Kath Powell		Reviewed annual cycle	Kath Powell
3	Kath Powell	October 2018	Updated in line with updated guidance and feedback from safeguarding leads.	Kath Powell
4	Kath Powell	May 2022	Updated in collaboration from all DSLs in MAT Addition of Pawlet school, and additional guidance on restraint and peer on peer abuse	Kath Powell
5	Lisa Smith	May 2022	Addition of Huntspill School This policy will need to be updated in line with an changes made to Keeping Children in Education.	Lisa Smith
6	Lisa Smith	April 2022	On page 16, the addition of new section (4.7 -procedures for when there are allegations of abuse made by other students). Information was moved from 4.4 and procedures have been clarified	Lisa Smith
7	Lisa Smith	July 2021	Various	Lisa Smith

additions  
throughout in  
line with  
Keeping



The Priory Learning Trust (TPLT) is clear about the responsibilities that its academies have in relation to safeguarding and promoting the welfare of children/students.

This policy has been prepared to meet the Academy's responsibilities under:

Education (Independent School Standards) Regulations 2014;

Education and Skills †

- the welfare of the children/students is paramount
- all children/students, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have a right to equal protection from all types of harm or abuse
- some children/students

We will adopt “Keeping Children Safe in Education (2022)” as stated by the NSSCB. We will ensure that all individuals we engage to work within our academies are made fully aware of this guidance, including any relevant updates or guidance.

TPLT academies will work closely with other agencies and will share information as appropriate. Each academy will follow the procedures of assessment and action as outlined by their local safeguarding board. This will include close working with social care, the police, health services and other services as and when is necessary.

In line with the above guidance and this policy each academy has their own specific in school procedures as outlined in their safeguarding training. Any concerns raised about any safeguarding issues can be raised through each academy’s safeguarding team, the safeguarding trustee for TPLT and the Whistleblowing Policy. Their contact details are as follows:

[Name and position]  
Rod Sibley , Trustee

[Contact details]  
Rod.sibley@theplt.org.uk

[Name and position]  
Lisa Smith, Assistant Principal and DSL

[Contact details]  
Lisa.smith@pcsa.org.uk

[Name and position]

[Name and position]	[Contact details]
Charlotte Bradley, Principal and DSL	Charlotte.Bradley@bpca.theplt.org.uk

General guidance on whistleblowing can be found at: NSPCC whistleblowing helpline or reference to the TPLT whistle blowing policy

developing child protection and safeguarding policies and procedures which reflect best practice



***(Taken from Page 22 of KCSIE September 2022)***

This statement and above flow chart should be read in line with each individual academy procedures

We will follow relevant guidance in “Keeping Children Safe in Education” September 2022 (Part 3 Safer Recruitment) and from the Disclosure and Barring Service (DBS):

<http://www.northsomersetscb.org.uk/safer-recruitment.htm>

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

We will ensure at least one member of staff on each recruitment panel will undertake appropriate safer recruitment training as outlined in “Keeping Children Safe in Education” September 2022 and The School Staffing (England) regulations 2019.

Our selection and recruitment policy will include all appropriate checks on





school within TPLT will:

Have a Designated Safeguarding Lead and Deputy for child protection who has completed 3-day multi-agency Advanced Safeguarding Training as recommended by the North Somerset Safeguarding Children Board (NSSCB) or by Somerset Safeguarding Children Board (SSCB) and updates this training every two years.  
North Somerset Academies: <https://www.nsscp.co.uk/>  
Somerset Academies: <https://sscb.safeguardingsomerset.org.uk/training/>

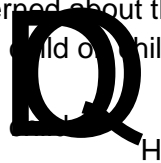
Have a member/members of staff who will act in the Designated Safeguarding Lead's absence who have also received multi-agency training, and who will be familiar with the roles and responsibilities and know the procedures to follow.

Ensure they have a nominated member of the Academy Council responsible for safeguarding who has been appropriately trained.

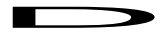
Ensure all staff, volunteers and Academy Council understand their responsibilities in being alert to the signs of abuse and neglect so that they are able to identify cases of children and students who may be in need of help and protection and the importance of reporting their concerns expeditiously.

Ensure that staff, volunteers and Academy Council maintain an attitude of vigilance and when concerned about the welfare of a child always act in the best interest of the child, including child or child abuse

Notify Societies and



and oe6n



Provide a systematic means of monitoring children/students known or thought to be at risk of harm, and, ensure we the academy, contribute to assessments of need and support plans for those children/students.

Understand that our responsibility to safeguard children/students requires that we all appropriately share any concerns that we may have about children/students. This may include contacting the Single Point of Access (SPA), Social



Support the child's/student's development in ways that will foster security, confidence and resilience in every aspect of school life including through the curriculum. Recognise that children/students with special educational needs can face additional safeguarding challenges and put in the relevant staff training to recognise concerns alongside additional support and pastoral care for these children/students.

Provide an environment in which children/students and young

will link directly to the internet user policy and must be revisited with any bring your own device use.

Ensure that all staff have an awareness of safeguarding issues and any child/student that may be more vulnerable to such issues or may have the potential need for early help Staff should be aware that any of these behaviours cuwar





themselves safe and prepare them well for life in modern Britain. This includes age appropriate RSE and E-Safety curriculums.

All academies will make it clear that child on child abuse will not be tolerated in any form. Leaders will ensure that all staff recognise that children are capable of abusing their peers. Child on child abuse can take place in many ways, such as: sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, upskirting, sexting. Child on child abuse is behavior by an individual or group which can be a one-off incident or repeated over time. Child on child abuse is behaviour that intentionally hurts another individual or group either physically or emotionally. Child on child abuse can take many forms including online (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of abusive images and video, misogynistic messages and non-consensual sharing of nudes and semi-nudes.) and is often motivated by prejudice against particular groups steered by a dislike for a person's: race, religion, gender, sexual orientation, special educational needs or disabilities, where a child is adopted or in care, where a child has caring responsibilities, where a child has actual or perceived differences, (for example, physical or cultural differences). Child on child may take place at

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We will minimize the risk of child on child

- ✓ Challenging any form of derogatory language or behaviour;
- ✓ Being vigilant of issues that particularly affect vulnerable groups and ensuring our curriculum is inclusive and appropriate; consent;
- ✓ Ensuring that we have appropriate support abuse to
- ✓ Ensuring that we are trained to identify that a pupil reporting a peer could be a sign that the child has been abused the school and that this will fall under the scope of this policy.
- ✓ Ensuring that we are aware that concerns about a child's welfare, that should be told, and that victims may not all direct reports for example

- A friend may report
- A member of staff overhear a conversation
- A child's behaviour indicate that something is wrong

- ✓ That they should speak to the school if they have any concerns
- ✓ That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential cyberbullying
- ✓ Ensuring that all children know that any concerns made will be taken seriously, that they will be kept safe and that they will never be treated like they are a problem for reporting abuse, sexual violence or harassment

There will take the lead role in any disciplining

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- ✓ Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- ✓ Set clear guidelines for the use of mobile phones for the whole school community
- ✓ Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

- o The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
- o What constitutes sexual harassment and sexual violence and why they're always

- ✓ What to look for to identify children who need help or protection

- o Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- o The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
- o The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
- o That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All governors will read Keeping Children Safe in Education in its entirety.

The principal is responsible for the implementation of this policy, including:

- ✓ Ensuring that staff (including temporary staff) and volunteers:
  - o Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - o Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- ✓ Communicating this policy to parents/carers when their child joins the school and





