



[AVANTI SCHOOLS TRUST]

This policy is in force until further notice  
from:

		Safeguarding and Promoting the Welfare of Children at Avanti Park School School	
		Key local contacts for safeguarding children	
		Introduction	
		Equality Statement	
		Introduction	
		A centred and coordinated approach to safeguarding	
		Avanti Schools Trust Safeguarding Mission Statement	
		Why is this important to schools in the Avanti Schools Trust	





Procedures, guidance and Training:	<a href="https://somensetsafeguardingchildren.org.uk/">https://somensetsafeguardingchildren.org.uk/</a>
NSPCC	0800 800 5000
Childline	0800 1111
Government's Whistleblowing Service via NSPCC Report Line	0800 028 0285
Forced Marriage Unit	Tel: 020 7008 0151  From overseas: +44 (0)20 7008 0151 (Mon – Fri 9am-5pm) Out of hours: 020 7008 1500 (ask for the Global Response Centre) Email: <a href="mailto:fmufco.gov.uk">fmufco.gov.uk</a>
Support and Advice about Extremism DfE helpline (non-emergency advice for staff and governors)	Tel: 020 7340 7264  <a href="mailto:counterextremism@education.gsi.gov.uk">Email: counterextremism@education.gsi.gov.uk</a>
Disclosure and Barring Service	Tel: 03000 200 190  <a href="mailto:customerservices@dbs.gov.uk">Email: customerservices@dbs.gov.uk</a>
Teaching Regulation Authority	Tel: 020 7593 5393  <a href="mailto:misconduct.teacher@education.gov.uk">Email: misconduct.teacher@education.gov.uk</a>

2.1.1.

Avanti Schools Trust exists to help each person become a well-rounded human being through intellectual, moral, and spiritual growth, and to make the world a better place.

are tangible throughout school life, where leadership at all levels understand the importance

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

- 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 the referral process set out in this document.
- 3.3.8.8. Where there is a safeguarding concern, take the child's wishes and feelings into account at all stages of the process of intervention.
- 3.3.8.9. Ensure that children who have been abused or neglected will be supported in line with a child protection plan.
- 3.3.8.10. Work with parents/carers to build a supportive relationship and be clear about our Safeguarding and Child Protection Procedures and in particular when we may need to refer concerns to other agencies.
- 3.3.8.11. Include opportunities across the curriculum, including PSHE and IT for children to be taught about safeguarding and to develop the skills they need to recognise danger and know where to seek help.
- 3.3.8.12. Maintain an attitude of "it could happen here" where safeguarding is concerned
- 3.3.8.13. Have a zero tolerance approach to any discrimination as outlined in the Equalities Act (2010) including but not limited to racism/ sexism/ homophobia/ transphobia and disability discrimination.



3.4.1.4. Failing to re-assess concerns

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 legislative duties and has regard to Government Guidance [\\_\\_\\_\\_\\_](#) to ensure that their school's policies, procedures, and training are effective and comply with the law.
- 4.2.2 In line with the scheme of delegation these responsibilities may be delegated to individual School Stakeholder Committees (SSCs).
- 4.2.3. This responsibility includes understanding the local criteria for action and assessment and supplying information as requested by the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group).
- 4.2.4. Each School Stakeholder Committee (SSC) will:
  - 4.2.3.1. Designate a lead SSC link member for child protection and safeguarding who will oversee the school's policy and practice and champion safeguarding issues.
  - 4.2.3.2. Nominate a member of the governing body (usually the Chair) to be responsible in the event of an allegation of abuse made against the Principal.
  - 4.2.3.3. Ensure that the school has a DSL within the senior management team
  - 4.2.3.4. Ensure that policies and procedures are in place, which are compliant with government guidance and the appropriate local Safeguarding Partnership



4.3.4. The DSL and deputy will liaise with the three safeguarding partners (Local Authority,



5.5.1. Local authorities, with the help of other organisations as appropriate, have a duty to make



what might have happened, or who has perpetrated the abuse, as this can later be interpreted as putting ideas into the child's mind.

- 5.8.1.6. Reassure the child, but do not make promises, particularly about maintaining confidentiality - it might be necessary to refer to other agencies. It is better to say that you might have to tell someone who



- 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 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.
  - 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 be logged onto CPOMS on the body mapping tool.
  - 5.10.1.5. Record statements and observations rather than interpretations or assumptions.
  - 5.10.1.6. Make a record of all concerns, discussions and decisions made, and the reasons for those decisions. If in doubt about recording requirements, staff should discuss with the DSL.
  - 5.10.1.7. Sign and date your notes/or this will be automatically logged onto CPOMS.
- 5.10.2. All notes and records must be given to the DSL promptly/ or logged onto CPOMS and flagged to the Safeguarding team.
- 5.10.3. The DSL will ensure that all safeguarding records are managed in accordance with the [Education \(Pupil Information - England\) Regulation 2005](#).
- 5.11.1. When a child leaves one of our schools, the DSL will ensure that their child

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 welfare (of the individual and others) in sharing information. 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

- 7.1.1. \_\_\_\_\_ has a separate [Safer Recruitment Policy](#) which specifies how all staff and volunteers must be recruited, following robust recruitment and selection process, including DBS and thorough reference checks.
- 7.1.2. The aims of the Safer Recruitment policy are to help appoint the most suitable people to work with our pupils and to deter, reject or identify people who might harm pupils or are otherwise unsuitable to work or volunteer in our schools.
- 7.2.1. All school staff and volunteers should take care not to place themselves in a vulnerable position with a child. Click here for further [\\_\\_\\_\\_\\_](#) (May 2019).
- 7.3.1. Any allegation against a member of staff (including

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



- 10.1.2. Our schools will support pupils through:
- 10.1.2.1 Curricular opportunities to encourage self-esteem and self-advocacy, including a Safeguarding and PSHE curriculum.
  - 10.1.2.2 An ethos that actively promotes a positive, supportive, and safe environment and values the whole community.
  - 10.1.2.3 Liaison with other agencies which support the pupil such as Social Care and Child and Adolescent Mental Health Services (CAMHS).
  - 10.1.2.4 Behaviour policies which support vulnerable pupils in the school. Our staff will agree a consistent approach that focuses on the behaviour of the child but does not damage the pupil's sense of worth.
- 10.2.1. The most common reason for children becoming looked after is as a result of abuse and/or neglect. We will ensure that our staff have the skills, knowledge and understanding necessary to keep looked after children safe, including children who were previously looked after.
- 10.2.2. In particular, we will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Our staff will obtain information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Teacher for Children Looked After (CLA) will obtain details of the child's social worker and the name of the virtual school head in the authority that looks after the child.
- 10.2.3. The Designated Teacher for CLA will work with the virtual school head and the ~~Personal~~ Adviser to promote the educational achievement and welfare of existing and previously Looked After Children. Each school will ensure there is a specific named individual in each10.

10.3.4.

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

11.5.2. Giving everyone sg0m



who has harmed another may well also be a victim. Staff should not dismiss some abusive sexual behaviour as 'normal' between young people and should not develop high thresholds before taking action. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence.

12.2.1. Avanti Schools Trust recognise that sexual violence and sexual harassment can occur between children of any age and sex. It may occur online and offline and can be complex.

12.2.2. Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described below:

12.2.2.1.

- 12.2.5.1. That systems are in place and are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing that their concerns will be treated seriously.
- 12.2.5.2. Reassure the victim that they will be taken seriously, and they will be supported and kept safe.
- 12.2.5.3. Respond in line with our safeguarding procedures outlined in section 5 of this document.
- 12.2.5.4. Where a concern includes an online element, follow DfE guidance: [Searching, screening and confiscation at school](#) and UKCCIS advice [Sexting in schools and colleges](#). Adults should not view sexual or forward illegal images of children. (KCSIE 2023 section 444) Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery. See [Guidance on Suspected Indecent Imagery for Staff](#).
- 12.2.5.5. Staff should only share the report with those people who are necessary to progress it.
- 12.2.5.6. It is important that the victim understands the next steps and who the report will be passed to.
- 12.2.5.7. To recognise that a child is likely to disclose to someone they trust and that this could be in a school. All staff are trained to manage a report. However if possible, managing reports with two members of staff present (preferably one of them being the DSL or a Deputy).
  
- 12.2.6. Where there has been a report of sexual violence, the DSL will make and record an immediate risk and needs assessment.
  
- 12.2.7. Where there has been a report of sexual harassment, the DSL will consider the need for a risk assessment on a case-by-case basis.
  
- 12.2.8. The risk and needs assessment will consider and keep under review:
  - 12.2.8.1. The victim, especially their protection and support.
  - 12.2.8.2. Whether there have been other victims.
  - 12.2.8.3. The alleged perpetrator(s); and
  - 12.2.8.4. All the other children (and, if appropriate, adult pupils and staff) at the schools, especially any actions that are appropriate to protect them
  
- 12.2.9. Our DSL's will engage with children's social care, the police and specialist services as required. Any risk assessments undertaken by the other agencies/services will be used to inform our school/college's own risk assessment and approach to supporting and protecting their pupils and updating their risk assessment.
  
- 12.2.10. Important considerations:
  - 12.2.10.1. - all schools are aware and will respond appropriate to all reports and concerns about sexual violence and/or

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

disclosed to staff and others and in particular to the alleged perpetrator and their parents/carers. They should also discuss the best way to protect the victim and their anonymity.

*With all routes outlined above, it is vital that all concerns, decisions, and reasons for decisions are recorded (written or electronic*

- 12.3.7. In all cases, our schools will work with children's social care and the police to manage any implications and to safeguard children. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education.
- 12.3.8. Throughout any criminal process taking place, the police will help and support our schools as much as they can – within the constraints of any legal restrictions.
- 12.3.9. if a child is convicted or cautioned for a sexual offence and remains in school/college, expectations regarding their future behaviour and any restrictions must be made clear.
- 12.3.10. victims may not disclose the whole picture immediately. They should be asked if they would find it helpful to have a designated trusted adult to talk to about their needs and have choice about who this is. In response to any stress they may experience, flexible or alternative arrangements for their education may need to be considered. We will do everything we reasonably can to protect the victim from bullying and harassment to ensure that they continue to receive a suitable education.
- 12.3.11. Any child will likely experience stress as a result of being subject of allegations and any associated negative reactions by their peers. We will respond proportionately, recognising that the alleged perpetrator may have unmet needs as well as potentially posing a risk of harm to other children. These behaviours may be a symptom of either their own abuse or exposure to abusive practices and or materials. We will seek advice as appropriate from children's social care, specialist sexual violence services and the police.
- 12.3.12. If the alleged perpetrator moves to another educational provision, our DSL's will ensure that relevant staff at the new provision are made aware of any ongoing support needs and any potential risks to other children and the staff.
- 12.3.13.

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 imbalance in power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual or criminal activity. In some cases, the abuse will be in exchange for something the victim needs or wants, and/or will be to the financial benefit or increased status of the perpetrator or facilitator.

13.4.2. Child Sexual Exploitation and Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Like all forms of abuse exploitation:

13.4.2.1 Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex.

13.4.2.2 Can still be abuse even if the sexual activity appears consensual.

13.4.2.3. Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity.

13.4.2.4. Can take place in person or via technology, or a combination

13.4.6.

- 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.
- 13.8.1. Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school









- 13.15.1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. It can happen in many different ways and settings. Each school and its staff have a duty to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty). [Protecting children from radicalisation: the Prevent Duty](#) provides guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.
- 13.15.2. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.
- 13.15.3. The Government's Counter Extremism Strategy defines 'Extremism' as: " the vocal or active opposition to our fundamental values, including, democracy, the rule of law, individual liberty and the mutual respect and tolerance for those of different faiths and beliefs. We also regard calls for the death of members of

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 ú

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 work



account of



Feedback given to member of staff reporting concern:	Information shared with any other staff? If so, what information was shared and what was the rationale for this?
Name:	
Date:	

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.	Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
8.	Record free of jargon?
9.	Written in a professional manner without stereotyping or discrimination?
10.	The record includes an attached completed body map (if relevant) to show any visible injuries







