

## Child Protection Policy and Procedures for New Level Academy

(Written to comply with DfE statutory guidance – Keeping children safe in education, September 2020)

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## 1. Introduction

New Level Academy and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

**Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:**

- **protecting children from maltreatment;**
- **preventing impairment of children’s health or development;**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care;**
- **and taking action to enable all children to have the best outcomes.**

This Child Protection Policy is for all staff, parents, management committee, volunteers and the wider school and New Level Academy community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Staff code of conduct, E-Safety Policy, Behaviour Policy, Anti-bullying Policy Absconders and children missing from education or home Policy, Selection and recruitment Policy, Allegations against staff Policy, Health and safety Policy, H&S on trips and visits. It should also be read in conjunction with Keeping Children Safe in Education (DfE, 2020).

Throughout this policy, reference is made to *children* and *young people*. These terms include *everyone under the age of 18*.

Wherever reference is made to *staff*, this includes *all New Level Academy staff and volunteers*.

## 2. Roles and responsibilities

### 2.1 All staff

All staff must read 'Keeping Children Safe in Education – Part 1 and Annex A' (DfE 2019).

All staff have a responsibility to provide a safe environment in which children can learn. All staff should be prepared to identify concerns and act immediately. They should be prepared to provide help, including extra internal day-to-day support, 'early help', or referral to local statutory services. Staff should expect to support social workers and other agencies following any referral.

As set out in the flowchart for child protection concerns (section 4.2), staff should initially discuss any concerns with the centre-based Designated Safeguarding Lead (DSL) or deputy, but in their absence action must not be delayed. **Any staff member** who has a concern about a child's welfare can make a direct referral to children's social care and can also seek advice from the NSPCC or NLA Safeguarding Lead.

### 2.2 Centre-based Designated Safeguarding Lead (DSL)

The DSL is a Senior Staff. They take lead responsibility for managing child protection referrals (including to Children's Social Care, the Police and Channel), safeguarding training and raising awareness of all child protection policies and procedures in their Centre.

- They ensure that everyone in school (including staff, volunteers, sessional workers and other adults) is aware of these procedures and that they are followed at all times.
- They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Children's Social Care are made in accordance with current local procedures. They liaise with safeguarding partners and work with other agencies as required.
- When children leave the New Level Academy, they ensure their 'Concerns' records are transferred to their returning or new school/college as soon as possible. Secure transit should be used and confirmation of receipt should be obtained.

A DSL must be available for any out-of-hours activities. For residentials, there must be a DSL present .

### 2.3 Deputy DSL

If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence.

The activities of the DSL can be delegated to appropriately trained deputies, however the lead responsibility for safeguarding and child protection remains with the DSL. This responsibility cannot be delegated.

### 2.4 Proprietor, Management Committee and Senior Education Centre Development (ECD) Team

The Proprietor, and senior staff ensure that the policies, procedures and training in the New Level academy are effective and comply with the law at all times.

- They ensure that all required policies relating to safeguarding and child protection are in place and effective, reflect statutory and locally agreed guidance, advice and procedures and are reviewed at

least annually. They ensure that the required policies are provided to parents and available on the Centre's website. They ensure that they are provided to new staff at induction and are subsequently followed by all staff.

- They ensure that there is a named designated safeguarding lead (DSL) and deputy safeguarding lead in place and provide support and accountability in their handling of concerns. They ensure the New Level Centre contributes to inter-agency working, in line with statutory and local guidance. They ensure that information is shared and stored appropriately and in accordance with statutory requirements.
- They ensure that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated.
- They ensure that pupils are taught about safeguarding, including online, ensuring that appropriate filters and monitoring systems for online usage are in place. Our pupils will be taught how to keep themselves safe through teaching and learning opportunities, particularly within the PSHE and ICT curriculum.
- The proprietor, managers and ECD Team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check all adults working with children and has recruitment and selection procedures in place for both staff and volunteers.
- It ensures that visitors are appropriately supervised in school. There are procedures in place to handle allegations against any members of staff and volunteers and any such allegations are referred to the Local Authority Designated Officer (LADO). Any person in regulated activity that has been dismissed, removed or resigned due to safeguarding concerns is referred to the Disclosure and Barring Service (DBS).

### 3. Recognising signs and symptoms of abuse

Keeping Children Safe in Education (DfE, 2020) defines abuse as the 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.”*

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

#### **3.1 Specific safeguarding issues**

##### ***National safeguarding issues***

Annex A of DfE guidance, Keeping Children Safe in Education (2020)<sup>1</sup> contains important information about specific forms of abuse and safeguarding issues. All staff and volunteers should read this annex and use the links to obtain further information and help gain the relevant skills and knowledge to safeguard our children. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on these and other specific safeguarding issues.

##### ***Local safeguarding issues***

Specific safeguarding issues that are particularly common in West London, include serious youth violence, knife crime and gangs; Domestic Abuse, including Coercive Control and Violence Against Women and Girls (VAWG); Parental mental health and substance misuse by parents and young people. The Local Safeguarding Children Board covers the boroughs of Brent – its annual report<sup>2</sup> gives and insight into the local context and what are the priority areas. The LSCB website<sup>3</sup> provides links to the key priorities and campaigns, to local multi-agency safeguarding guidance, a news feed and a document library containing current leaflets, assessment tools and templates.

##### ***Contextual safeguarding***

Safeguarding incidents and/or behaviours can be associated with factors outside the Centre and/or can occur between children outside the Centre. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors so it is important that NLA provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

<sup>1</sup> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<sup>2</sup> <https://brentsafeguardingpartnerships.uk/children/>

<sup>3</sup>

### ***Peer on peer abuse***

NLA may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. NLA recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals
- Upskirting (see below).

Abuse of this kind should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators).

Any incidents of peer on peer abuse will be dealt with in line with our Behaviour policy, which outlines the actions that may be taken in response to such behaviour. All incidents of peer on peer abuse should also be recorded as safeguarding concerns for the victim and perpetrator and any other child affected (whenever they are NLA students), ensuring that all individuals receive the support they need in addressing the issue.

### ***‘Upskirting’***

Upskirting is form of sexual harassment, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It often occurs in a public crowded place, making it hard for the victim to know that a photograph is being taken, victims are often distressed and feel humiliated.

Upskirting is now a criminal offence with offenders facing up to 2 years in jail and being placed on the sex offenders register.

### ***Sexual violence and sexual harassment between peers***

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not

disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

### ***Preventing radicalisation***

Protecting children from the risk of radicalisation is seen as part of NLA's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. NLA staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. Contact details for the local Channel scheme can be found in Appendix A.

NLA has been subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the *Prevent* duty.<sup>4</sup> The NLA Centre uses the revised Prevent Guidance along with DfE advice for schools<sup>5</sup> to inform procedures to ensure the requirements are met in each of the four general themes (risk assessment, working in partnership, staff training and IT policies).

### ***Female Genital Mutilation***

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

If any member of staff discovers that FGM appears to have been carried out on a girl under the age of 18 (either through disclosure or visual evidence – although it will be rare for teachers to see visual evidence as they should NOT be examining students), they **must personally report this to the police**, in addition to discussing the case with their DSL and involving children's social care.

The duty does not apply in relation to girls over the age of 18 or to at risk or suspected cases, in which staff should follow local safeguarding procedures.

FGM is an example of so-called 'Honour-based abuse', along with Forced Marriage. It is likely that a mandatory reporting duty will be implemented on Forced Marriage, mirroring the duty already in place to report known cases of FGM.

### ***Serious Violence***

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<sup>4</sup> Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("[the revised Prevent duty guidance](#)"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools.

<sup>5</sup> [The Prevent duty – departmental advice for schools and childcare providers, June 2015](#)



The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key factors which account for around one percent of all recorded crime. The impact of serious violent crime on individuals and the community is significant.

Tackling serious violence is not a law enforcement issue alone; it requires a multiple-strand approach involving a range of partners across different sectors.

The main areas that the Serious Violence Strategy focuses on are:

- tackling county lines
- early intervention and prevention
- supporting communities and local partnerships
- effective law enforcement and the criminal justice response.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these.

### **3.2 Groups of students particularly at risk**

Most students attending NLA can be described as vulnerable, due to a range of factors that have contributed to, or come about as a result of them struggling in mainstream schools. Because of this, staff must be particularly vigilant in recognising and responding to potential indicators of abuse in all students. Staff should exercise professional curiosity whenever there are changes in behaviour or circumstances come to light that, although innocent in appearance, could be indicators of safeguarding issues below the surface. All concerns, however small or unsubstantiated, should be logged on Lighthouse under 'Concerns'.

#### ***Children with special educational needs and disabilities***

In addition, our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication barriers and difficulties in overcoming these barriers

#### ***Looked After children***

The most common reason for children becoming looked after is as a result of abuse and/or neglect. It is vital that 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. They should also have 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 safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

***Children missing from education***

NLA recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education including reporting the absence to the referring school or agency. Children missing from education, home or care Policy gives further details of the procedures and duties for dealing with this issue.

## 4. Child Protection procedures

All staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Knowing what to look for is vital to the early identification of abuse and neglect. Staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

When worrying changes are observed in a child's behaviour, physical condition or appearance; or a child tells a member of staff about possible abuse, staff will:

- Initially talk to the child/young person about what they are observing.
- Ask open questions, for example, "I've noticed that you don't appear yourself today - is everything okay?", but never use leading questions.
- Listen carefully to what the young person has to say and take it seriously.
- Never investigate or take sole responsibility for a situation where a child/young person makes a disclosure.
- Always explain to children and young people that any information they have given will be handled with an appropriate level of confidentiality but will have to be shared with certain other professionals.

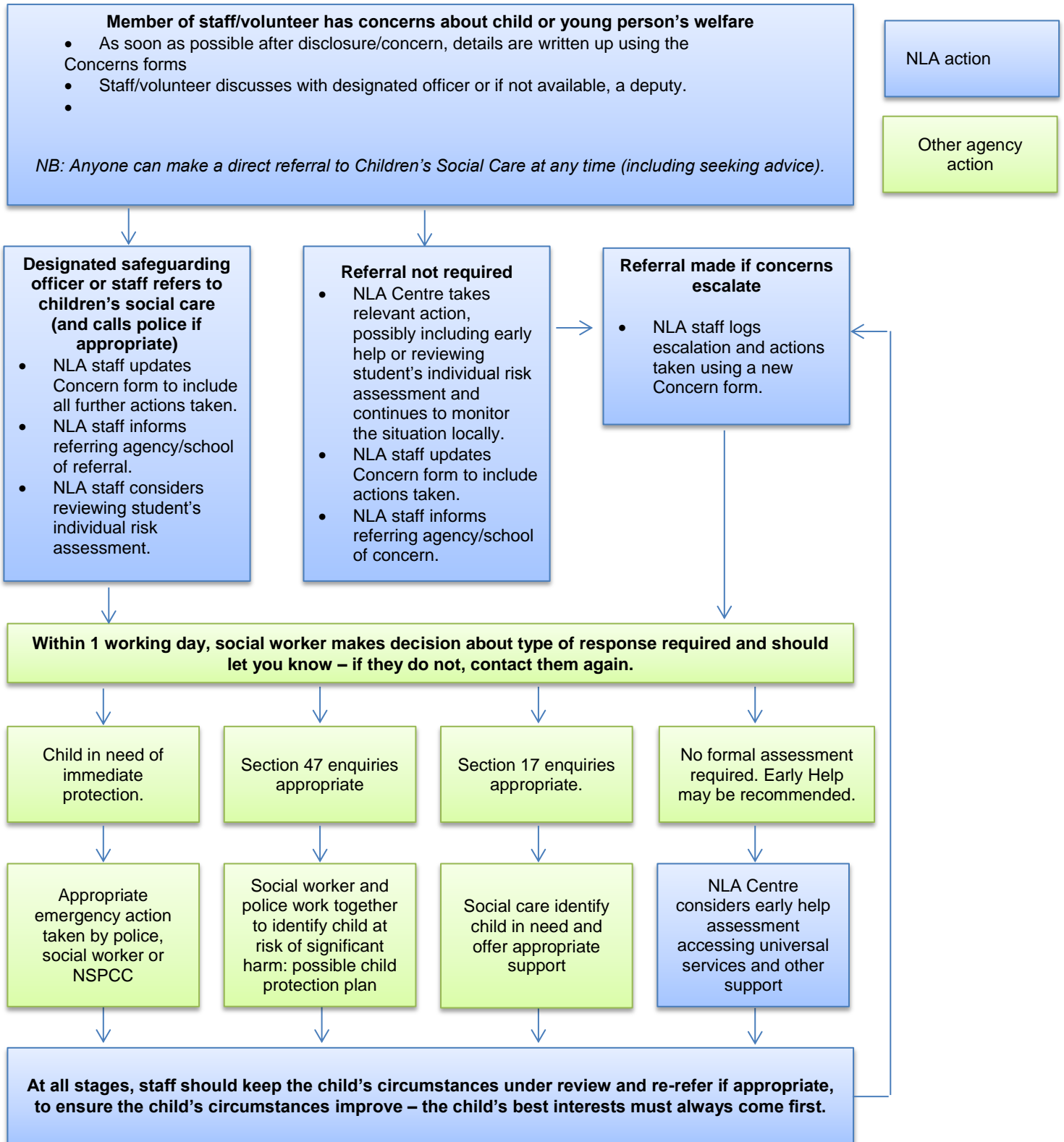
### 4.1 How do I decide what action to take?

***If the child is in immediate danger or risk of harm, staff MUST refer to children's social care and where appropriate, report to the police immediately.***

If the child is not in immediate danger or risk of harm, staff can:

- Seek advice from the centre-based DSL, or deputy.
- Refer to local thresholds for referrals and early help, provided by the local authority.
- Contact the local Service Desk to obtain advice.

## 4.2 Flowchart for child protection concerns



### **4.3 The child's wishes**

Where there is a safeguarding concern, staff should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Pupils must be given opportunities to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at their heart.

### **4.4 Early Help**

If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. The case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

### **4.5 Multi-agency working**

NLA staff have a pivotal role to play in multi-agency safeguarding arrangements. Staff should contribute fully to multi-agency working in line with statutory guidance Working Together to Safeguard Children<sup>6</sup>. All staff should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. They replace arrangements previously made by local safeguarding children boards (LSCB).

### **4.6 Escalating when information or action is not forthcoming**

Staff should follow up with Children's Social Care if they do not inform you within one working day, of the course of action they are taking. If you are not satisfied with this decision, or if after a referral the child's situation does not appear to be improving, the DSL (or the person that made the referral) should follow local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves. This action should be logged on the Concern form .

NLA's Safeguarding Lead can support and advise with this process.

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<sup>6</sup> <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

## **5. Recording, reporting and managing confidential information**

### **5.1 Concerns Form**

#### ***Completing the form***

The person who receives an allegation or disclosure, or has a concern, should complete a **Concern** form . All concerns, discussions and decisions, actions and the reasons for those decisions and actions taken should be recorded in full, including full names, dates, times and locations. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

If a referral has been made to Children's Social Care, staff should note down the name and contact number of the Social Worker receiving the referral. Copies of the referral documents should be uploaded to the Concern form.

Any other or subsequent documents relating to the concern should also be uploaded in order that all documentation relating to that concern are kept securely in the same place.

If third party organisations / agencies / partners, including the referring school agree to certain actions, these should be noted on the Concerns form in order that NLA staff can check these actions have been completed and record and consider the outcome.

#### ***Review dates***

If the issue is un-resolved, or there are incomplete actions relating to a concern, a review date should be set which reflects the shortest timescale within which progress against the case/actions can be further evaluated and recorded or updated.

#### ***Updating the Concern form***

Staff should update the initial concern form to reflect all further information that comes to light or actions taken in relation to the initial concern raised. When viewing a concern, the most recent version of what has been logged, whilst maintaining a version history of all previous entries made, so as not to overwrite any information that later may be required in an investigation or in court.

#### ***Logging subsequent concerns***

Once a concern has been marked as 'resolved', if a subsequent concern with either a similar or different nature comes to light, a new Concern form should be used to log that concern.

### **5.2 Information sharing and reporting**

Information relating to child protection concerns needs to be shared if NLA considers that a child is at risk of abuse and/or harm. At such time this information will be shared with appropriate agencies, such as the

Children's Service and/or the police. Names and contact details for making referrals and reports to relevant agencies and authorities are listed in Office 365 one drive.

Staff should follow local processes and use local referral forms when making referrals or reports to Children's services, Channel, the Police etc.

### ***Transfer of child protection records to school***

When a student returns to their referring school or moves onto another school or provision, the DSL is responsible for ensuring that their 'Concerns' records are transferred securely to the DSL at the new establishment.

## **5.3 Managing confidentiality**

NLA is committed to managing confidential information safely. NLA recognises that all children and young people have a right to confidentiality. Specific information relating to safeguarding concerns will only be shared with other staff on a 'need to know' basis. Unless specified by the staff recording the concern (e.g. in the case of an allegation being made against a member of staff to whom records would normally be visible to), the details of any Concerns forms on Lighthouse are only visible to the member of staff who recorded the concern, DSLs within the Centre and in Centre Support, and NLA's Safeguarding Lead. Any remaining additional paper-based records relating to Child Protection will be stored in a locked cabinet, and marked as confidential.

### ***Retention of child protection information***

Child protection files (i.e. Concerns logs and any additional/separate paper-based information) should be kept until the pupil is 25 years old. For children who are Looked After, information should be kept until they are 75 years old.

Within this time, information relating to concerns must not be removed in order that it could be provided if a case were to go to an inquiry.

Organisations have a duty to keep any records that could be needed by an official inquiry. Centres should seek legal advice about how long to retain such records. If there are legal reasons why information needs to be kept for longer, files must be clearly marked with the reasons for the extension period.

## **6. Allegations of abuse made against staff**

Full details can be found in the policy – Safeguarding: Dealing with allegations against staff.

These procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. It also applies to Proprietors and management committee members who may not be employees of the school. The word “staff” is used for ease of description.

These procedures should be used in respect of all cases in which it is alleged that 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; 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.

These procedures relate to members of staff who are currently working at NLA regardless of whether the NLA is where the alleged abuse took place. Allegations against former staff should be referred to the police.

Staff and volunteers can also raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime. These concerns should be raised in the first instance with the Head Teacher or if appropriate, the School Development Manager. NLA's Whistleblowing Policy outlines the procedures that should take place where such concerns exist.

### **6.1 Confidentiality**

It is extremely important that when an allegation is made, the NLA makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.<sup>7</sup>

### **6.2 Receiving an allegation from a Child**

A member of staff who receives an allegation about another member of staff from a child should follow the guidelines in section 4. In addition, the following should also take place:

- The worker must ensure that the child is safe and away from the person against whom the allegation is made.
- The allegation is then to be reported immediately to the designated officer/named person unless this is the person against whom the allegation is made, in which case the report should be made to the Keith Lunn who is part of the Management Committee for the Centre. From here, this person shall be referred to as the ‘case manager’.
- The case manager will immediately contact the Local Authority Designated Officer (LADO) who will advise and agree a course of action from there. Outside of working hours the Emergency Duty Team can give advice. In the event of an immediate risk to children or where there is evidence of a possible criminal offence, the case manager may want to involve the police.

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<sup>7</sup> The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school or college (where that identification would identify the teacher as the subject of the allegation).



- Using the Concerns form, the individual who first received/witnessed the concern should make a full written record of what was seen, heard and/or told as soon as possible after observing the incident/ receiving the report. It is important that the report is an accurate description. The case manager can support the worker during this process but must not complete the report for the worker. This report must be made available on request from either the police and/or social care.

**From here, please refer to the full details of the procedure given in the NLA policy – Safeguarding: Dealing with allegations against staff.**

## 7. Training

### 7.1 Induction

All new staff will undertake a **safeguarding induction**, during which they will carry out online initial safeguarding training and will take part in face-to-face training that sets out the specific policies, procedures, safeguarding personnel and recording systems in place at their NLA (e.g. Safeguarding and a NLA Context).

All new staff will be provided with, and asked to read a copies of the DfE statutory guidance the key NLA safeguarding policies (KCSIE – Part 1; CP Policy; Staff Code of Conduct; E-Safety Policy and Acceptable Use Agreements; Behaviour Policy; Absconders and Children missing from Education; Whistleblowing Policy.)

### 7.2 Ongoing training

Designated Safeguarding Leads will **update their DSL training every two years** and in addition, will carry out **regular training and safeguarding updates** (e.g. multi-agency, local board, participation in local events/meetings, e-learning, e-bulletins, web-research) covering known national and local specific safeguarding issues and procedures (including Early Help) to provide them with the relevant skills and knowledge to fulfil their role and safeguard children effectively. As an absolute minimum, these updates should take place annually, but we would expect them to happen much more frequently, as required.

All other staff will refresh their **basic safeguarding training every 3 years** and in addition, will carry out **regular training and safeguarding updates** (e.g. multi-agency, local board, participation in local events/meetings, e-learning, e-bulletins, web-research) covering known national and local specific safeguarding issues and procedures (including Early Help) to provide them with the relevant skills and knowledge to safeguard children effectively. As an absolute minimum, these updates should take place annually, but we would expect them to happen much more frequently, as required.

### 7.3 Training records

Staff must record all training undertaken, including regular safeguarding updates, and obtain certificates (where available) for inclusion within HR files.

## 8. Links to other Safeguarding Policies

NLA has a suite of Safeguarding Policies, covering a range of aspects of safeguarding. These are as follows:

**Recruitment Policy:** Sets out arrangements for safe recruitment practices and vetting of staff, management and proprietors.

**Safeguarding – Staff Code of Conduct:** Provides guidance for staff and sets boundaries on maintaining appropriate relationships with pupils.

**E-Safety Policy and Acceptable Use Agreements:** Sets out arrangements for managing and maintaining safe use of ICT including the Internet.

**Absconders and children missing from education or home:** Sets out procedures and duties for staff to follow when pupils go missing from the NLA, or are known to be missing from school, home or care.

**Dealing with allegations against staff:** Sets out the procedures and principles to follow in the event of an allegation against a colleague.

**Whistleblowing Policy:** Sets out the mechanisms through which staff can report illegal or improper conduct by a colleague.

**Safeguarding Children Policy Summary:** Provides parents with a summary of key safeguarding information.

### This Child Protection Policy is also closely linked to:

**Behaviour Policy:** Sets out our principles for behaviour management and sanctions

**Anti-Bullying Policy:** Sets out our approach to bullying.

## **9. Disseminating/reviewing policies and procedures**

The centre-based DSL will report to the Keith Lunn each term, setting out how the school has discharged its duties with regards to safeguarding children. The Child Protection Policy and other safeguarding policies will be reviewed annually. Any changes/amendments will be shared with staff and where significant changes appear, these must be relayed to parents/carers. Where possible, parents/carers and young people will be involved in the review process.

All staff have an opportunity to contribute to and shape safeguarding arrangements and child protection policy through regular staff meetings and training. The Person with Lead Responsibility is responsible for reporting deficiencies in procedure or policy identified by the Local Safeguarding Partners (or others) to Keith Lunn at the earliest opportunity.

Where an allegation has been made against a member of staff, NLA's safeguarding lead person should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of NLA's procedures and/or policies and/or which should be drawn to the attention of the Local Safeguarding Partners.