



Safeguarding Management Guidance (Trust including EYFS)

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Please delete as applicable

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ISI requirement to be on School website	Y
Parent Portal	N
Staff Hub	Y
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Limited Internal Use Only (state recipients)	

This policy is considered a 'live' document and will be updated as statutory guidance is released

Bede's is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Vision, Mission and Values

Our Vision

Where every child finds joy in their pursuit of brilliance

Our Mission

We continue to craft a more joyful education.

- Cultivating a vibrant learning experience, motivating us to pursue our individual best.
- Providing a festival of opportunity, enabling us to discover new passions and develop new talents.
- Building a kind-hearted community, inspiring us to enhance the lives of others.

Our Values

Be Compassionate

Because a caring community fosters belonging.

We expect our community to show kindness to people of all ages, genders and ethnicities, maintaining campuses where every person feels joyful and energised.

Be Courageous

Because fortune favours the brave.

We challenge our community to stand up for what is right, providing them with a safe environment where they can take bold action in pursuit of brilliance.

Be Curious

Because wisdom can be found off the beaten track.

We encourage our community to discover unlikely passions and hidden niches, releasing them into a wealth of opportunities inside and outside the classroom.

Be Conscientious

Because dedication is a spearhead of success.

We ask our community to throw themselves wholeheartedly into every endeavour, taking responsibility for their journey and inspiring others to do the same.

Policy Principles/Aims:

KCSIE 2022 describes the responsibilities of the Governors (Appendix 1). The Independent School Standards Regulations (ISSR) require governing bodies to ensure arrangements are in place to safeguard and promote the welfare of pupils, having regard to guidance from the Secretary of State (Appendix 2). Governors must ensure that an effective policy is in place and that this is implemented in practice. This policy must follow procedures set out by East Sussex Safeguarding Children's Partnership.

Statutory Guidance:

- Keeping Children Safe in Education 2022 (KCSIE)
- Working together to Safeguard Children 2019
- Independent Schools Standard Regulations Sept 2014 (Commentary 9/2021)
- Boarding Schools National Minimum Standards

Associated Trust Policies:

- Child Protection Policy

1. Terms of Reference

- I. KCSIE 2022 describes the responsibilities of the Governors (Appendix 1). The Independent School Standards Regulations (ISSR) require governing bodies to ensure arrangements are in place to safeguard and promote the welfare of pupils, having regard to guidance from the Secretary of State (Appendix 2). Governors must ensure that an effective policy is in place and that this is implemented in practice. This policy must follow procedures set out by East Sussex Safeguarding Children's Partnership
- II. To accomplish this, Governors (on behalf of the Chair of Governors) will periodically visit the school; talk to pupils and staff; scrutinize documents; receive reports; and observe the activities of the school. Annually, Governors will support the completion of a safeguarding audit (in line with ESSCP guidelines) and sign off the action plan and policy.

2. Arrangements required to be in place

1. Capacity for the commission and provision of services
2. Safeguarding Governor
3. Systems for listening to children
4. Whistle-blowing procedures / culture of safeguarding
5. Record-keeping and information sharing protocols
6. DSL
7. Safer recruitment
8. Supervision of staff / training / reviews
9. Procedure for dealing with allegations

3. Means of checking arrangements

Means	Purpose	Responsibility
Governors' Visits	<ul style="list-style-type: none"> ● Challenge compliance, ensure safe working, reduce risk, maximize use of resources, clarify roles & responsibilities and methods of working, sample culture 	Safeguarding Governor
Safeguarding Compliance Committee	<ul style="list-style-type: none"> ● Scheduled, formal, recorded checking of systems (including the Single Central Register (SCR)) – see Appendix 3 ● Scrutiny of all areas of the Trust ● Receipt of reports and audits from the Designated Safeguarding Leads (DSLs) ● A systematic schedule of checks is followed throughout the working levels of the Trust to check that policies and procedures are actually being implemented in practice ● Overview of risk assessments of any pertinent safeguarding issues to Bede's 	Chair of Safeguarding Compliance Committee & Director of Safeguarding
Governors Visits and Review of Mandatory Policies (via Board Meetings)	<ul style="list-style-type: none"> ● Compliance, ensure safe working, reduce risk, maximize use of resources, offer guidance, clarify roles & responsibilities and methods of working 	Chair of Governors

Annual Safeguarding Audit	<ul style="list-style-type: none"> • Have a detailed measure and scrutiny of safeguarding practices – with follow up action planning 	Director of Safeguarding & DSLs
Reporting to Governors	<ul style="list-style-type: none"> • Reports submitted to committees as necessary 	Director of Safeguarding & DSLs
Triennial external Safeguarding Audit	<ul style="list-style-type: none"> • Have an independent measure and scrutiny of safeguarding practices 	Director of Safeguarding
Health & Safety Committee	<ul style="list-style-type: none"> • Oversight of H & S activity (compliance, policy and practice) across the Trust 	H&S Governor
Education Committee	<ul style="list-style-type: none"> • Maintain an overview of the academic pastoral and co-curricular workings of the school with regard to the promotion of safeguarding 	Chair of Education Committee
Receive termly Safeguarding Report (to SCCM) showing levels of reporting, trends and emerging issues	<ul style="list-style-type: none"> • Be fully informed of size and nature of any issues; monitor performance & actions taken; challenge decisions 	DSLs
Receive notifications of Level 4 concerns and LADO referrals	<ul style="list-style-type: none"> • Stay fully informed of significant or potentially significant child protection issues 	Director of Safeguarding & DSLs
Chair of Governors	<ul style="list-style-type: none"> • Management of complaints against the Senior School Headmaster • Ensuring Safeguarding is a standing item on the Board agenda and relevant sub-committees • Monitors the regular biennial Safeguarding training for Governors with specific safeguarding responsibilities • Ensuring the Child Protection policy is reviewed by the full Board on an annual basis • Delegate duties to the Safeguarding Governor (See below) 	Chair of Governors
Safeguarding Governor	<ul style="list-style-type: none"> • Receipt of notification, from the DSL or Deputy DSL, whenever a referral is made to Children's Services • Conduct of the annual safeguarding review • Termly examination of the DSL's safeguarding cases • Allocate specific compliance checks from one of the Safeguarding policies or ISSRs to the two termly Visiting Governors 	Safeguarding Governor

Keeping Children Safe in Education September 2022

Legislation and the law

78. Governing bodies and proprietors have a strategic leadership responsibility for their school's or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times. Headteachers and principals should ensure that the policies

and procedures, adopted by their governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

79. Where a school or college has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children is available at GOV.UK.

80. Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements.

81. Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

82. Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

Whole school and college approach to safeguarding

95. Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means involving everyone in the school or college, and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

96. Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

Safeguarding policies and procedures

98. Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

99. These policies should include individual schools and colleges having:

- an effective child protection policy which:
 - reflects the whole school/college approach to child-on-child abuse (see paragraph 156 and Part five)
 - reflects reporting systems as set out at paragraph 97
 - describes procedures which are in accordance with government guidance
 - refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners (see paragraphs 107-114)
 - includes policies as reflected elsewhere in Part two of this guidance, such as online safety (see paragraph 138), and special educational needs and disabilities (SEND) (see paragraphs 199-202)
 - is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; and
 - is available publicly either via the school or college website or by other means.
- a behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).

- a staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include low-level concerns, allegations against staff and whistleblowing, plus acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.
- **appropriate safeguarding arrangements** in place to respond to children who go missing from education, particularly on repeat occasions (more information at paragraph 175).

100. The above is not intended to be an exhaustive list. These policies and procedures, along with Part one (or Annex A if appropriate) of this guidance and information regarding the role and identity of the designated safeguarding lead (and deputies), should be provided to all staff on induction.

101. Governing bodies and proprietors should take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.

102. In addition, governing bodies and proprietors should ensure:

- **child protection files** are maintained as set out in Annex C
- **appropriate safer recruitment policies** in accordance with Part three of this guidance are in place, embedded and effective and,
- where reasonably possible, schools and colleges hold **more than one emergency contact number** for each pupil or student. This goes beyond the legal minimum. It is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern. Further information for schools can be found in the department's School Attendance Guidance.

Checking Safeguarding Compliance for Governors

Regulations:

From ISSRs September 2021 Part 3 Welfare, health and safety of pupils

190. **KCSIE** – *KCSIE* requires governing bodies and proprietors to ensure there is an effective safeguarding/child protection policy in place. The policy must describe the school's arrangements which must have regard to *KCSIE*. The duty to 'have regard' to guidance means that schools should comply with it unless there is a good reason not to. 'Must' and 'should' are used carefully in *KCSIE* and this is replicated here. 'Must' is used when a person is legally required to do something, 'should' when the advice in *KCSIE* should be followed unless there is a good reason not to. To meet the standard, the arrangements described in the policy must also be implemented in practice. If the school is found not to be following an aspect of the guidance expressed in terms of 'should', inspectors will enquire whether there was a good reason not to and, if so, consider whether the school acted reasonably in departing from the guidance in that instance.

191. **Working Together to Safeguard Children (WT)** – Schools must also have regard to *WT*, which is the national guide to inter-agency working. *WT* sets the over-arching principles and system for safeguarding and promoting the welfare of children and gives thumb-nail sketches of the duties of a range of agencies showing how their role links in. The importance of organisational culture is now recognised in the statutory guidance. Schools should have a culture of safety, equality and protection.

192. *WT 2018* set out important national systemic changes: in place of Local Safeguarding Children Boards (LSCBs), from 30 September 2019 local safeguarding arrangements became the responsibility of three 'safeguarding partners'. These are the local authority (LA), a clinical commissioning group (CCG) in the area and a chief of police for a local force. The partners' geographical area of responsibility is based on the LA area (not always contiguous with CCG or police force areas). The safeguarding partners will select 'relevant agencies' whose involvement they require. Those agencies will then come under a statutory duty to co-operate and act in accordance with the published local arrangements. It is expected that all local safeguarding partners will name schools and colleges as relevant agencies and make arrangements to allow them to be fully engaged in the new local safeguarding arrangements. A new system of child death review partner arrangements was also put in place. Both these systems feed into the national [Child Safeguarding Practice Review Panel](#) the role of which is to promote improvement nationally.

193. **WT – National transition arrangements 2018/19** – LA areas were required to transition from LSCBs to safeguarding partner and child death review partner arrangements by 29 September 2019.

194. **Other safeguarding duties** – This standard also covers broader safeguarding duties such as making reports to the [Disclosure and Barring Service](#) (DBS) and pre-appointment checks on [volunteers](#), [staff of contractors](#), and other individuals that are not school [staff](#) or [supply staff](#) which must be completed according to the requirements set out in *KCSIE*. For all information about suitability checks, including those reported under 7(a) and (b), see note 445 onwards.

195. **Other national structural developments** – The TRA took over the regulation of the teaching profession and the handling of misconduct hearings from the National College for Teaching and Leadership (NCTL) from 1 April 2018. The TRA is an executive agency of the DfE. The compliance issue is not using the incorrect name in a policy (although it is better for out-of-date references to be corrected) but making the correct referrals in a timely fashion.

Areas to be checked throughout the year*Items at the top of the list need further regular scrutiny*

	NMS*
Level 4 referrals (concerns around significant harm) and referrals to LADO (including Low Level Concerns)	8
SCR and Safer Recruitment	19
Peer on peer abuse (including bullying, hate crimes)	8, 15
Online safety	8, 9
Attendance	8,11,15
Vulnerable Groups (including LAC)	3, 8, 11
Safeguarding of Boarders	All
Policies related to safeguarding	8
Supervision of pupils	2
Supervision of staff	20
Admissions procedure	19
PSHE and RSE implementation	7, 15
Specialist teaching (one to one), SEND	3
Staff training including induction and ongoing updates	20
Health and Wellbeing (inc. General Medical)	7, 8
Health and Safety (Including First Aid, Fire, major incident protocols etc)	3, 9, 10
Whistleblowing procedures	19
Accessibility	3
Audits and ongoing action plans	All
Management of Safeguarding	2, 8
Safeguarding of offsite visits	18
Staff Code of Conduct	19
Educational Guardians	22