



**Attigo**  
**Academy Trust**

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ACHIEVE EXCELLENCE TOGETHER

# **Safeguarding Policy**

# Attigo Academy Trust Safeguarding Policy

## Vision and Values

**Core Values:** Partnership, Diversity, Community, Excellence, Inclusion

### Partnership and Diversity

All schools in the Attigo Academy Trust are committed to working collaboratively, supporting each other and sharing skills and knowledge to maintain and improve standards across the Trust.

Attigo Academy Trust recognises the individuality and embraces the uniqueness of each of the schools within its partnership. All schools adhere to the Trust vision, values, aims and policies but maintain a level of autonomy in order to meet the diverse needs of the children in each of the Trust schools. It is important for any school wishing to join our Trust that they are willing to commit to taking an active and supportive role within it.

### Community

Children will learn the value of working together in our Trust, schools, the local area and as successful citizens of the global community. This includes any learning undertaken beyond the classroom – in other areas of the school, the school grounds, the neighbourhood and local area, at home, in London and further afield.

### Excellence

Excellence, at Attigo Academy Trust, means that we will always strive to achieve our very best in all areas of school life. We aim to achieve excellence in our Trust and schools through promoting high aspirations for our children to ensure they make outstanding progress in academic, sporting and personal achievements. Excellence is a continuously moving target that we aim to achieve; it means no excuses, but high expectations.

### Inclusion

We value and respect all our children and celebrate diversity in our Trust and schools. The well-being – mental, emotional and physical – of the children is paramount. Teachers will plan for both curriculum subjects and for experiences to support children’s well-being; meeting the needs of all children in the class. This will support the whole-school and Trust-wide approach of promoting good social, emotional and behavioural skills and attitudes, enabling our children to face challenges and to excel. This may include working with experts in a particular field, visits from inspirational speakers and opportunities to work in professional environments.

Signed by

\_\_\_\_\_ CEO Date: \_\_\_\_\_

\_\_\_\_\_ Chair of Trustees Date: \_\_\_\_\_

## Principles

Each school in Attigo Academy Trust has their own safeguarding/child protection policy which is available on their website. This policy sets out the procedures that each school uses to raise concerns and the named designated leads for each school. As a Trust we recognise that our schools and Trust personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Children's Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying this policy to ensure effective levels of safeguarding and care are afforded to all of our pupils.

## Aims of the Policy

- Ensure procedures are clear and encourage good communication between all members of the Trust community
- Support our schools in the Trust to encourage all pupils to develop independence and the self-confidence to seek support and help when needed
- Support our schools in the Trust to work in partnership with parents/carers to build their understanding of, and commitment to, the principles of safeguarding all our children
- Develop and promote collaborative working relationships with other agencies, especially the Police and Social Care.
- Ensure all adults within our schools, who have access to children, have been checked as to their suitability.

## Intended Impact

To enable all pupils to feel safe and cared for whilst at our schools in the Trust. To enable all adults involved with our Trust to be fully equipped to fulfil their responsibilities in effectively promoting the safeguarding and welfare of all of our pupils.

## Legislation and Statutory Guidance

This policy sets out guidance and procedures that our schools will take to ensure appropriate action is taken in a timely manner to safeguard and promote the welfare of our pupils. Its contents are intended to be in accordance with all relevant Government guidelines and legislation, as well as the inter-agency procedures provided by Enfield Safeguarding Children's Board. This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education and Working Together to Safeguard Children, and the Governance Handbook. We comply with this guidance and the procedures set out by our local safeguarding children board. This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police 5 where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) Regulations 2009 and Childcare Act 2006, which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

This policy also complies with our Funding Agreement and Articles of Association.

## Liaison with other bodies

We work within the Enfield Safeguarding Children Board guidelines.

- We have procedures for contacting the Local Authority on safeguarding issues, including maintaining a list of names, addresses and telephone numbers of social workers to ensure that it is easy, in any emergency, for the school and Social Care to work well together.
- Details of the local NSPCC contacts are also kept.
- If a referral is to be made to the LA Children's Social Care department, we act within the Enfield Safeguarding Children Board guidance in deciding whether we must inform the child's parents/carers at the same time.
- Social Services and Enfield Safeguarding Children Board is based at:
  - Charles Babbage House, 1 Orton Grove, Enfield EN1 4TU
  - Contact: Children's Social Care 020 379 5555
  - Out of hours - contact the Duty Officer: 020 8379 1000
  - Enfield Safeguarding Children Board 020 8379 2767
  - Prevent: 020 8379 6137
  - The NSPCC has a 24-hr help line: 0808 800 500

## Induction and training

We will train all Trust staff and volunteers in line with their local LSCB procedures to equip them with the necessary skills and knowledge to support them to fulfil their safeguarding responsibilities. This will take place upon induction, no later than 1 week after employment commences, and will be refreshed regularly, no less than annually, throughout the course of their work with our Trust.

- Training and refresher sessions will reinforce understanding of the types of abuse, including specific safeguarding issues; the adult's role in recognising and responding to abuse; and the

school's processes for recording and following up on any concerns. Policies, policy updates, and statutory information will also be shared during induction and refresher sessions

- Induction training and regular refresher sessions will equip staff and volunteers to understand the different types of abuse, as set out in Keeping Children Safe in Education (2018)
- Each school has details in their own policies about how they will deal with the risks posed by abuse and how we identify and respond to any signs of abuse.

## Contextual Safeguarding

- Children are subject to possible risk at home, school and in their local community and environment, and we recognise that in order to effectively safeguard our pupils and promote their welfare that we need to understand any specific issues arising in the local area that can affect the risk posed to them.
- Significant risks known to be prevalent in the area and community local to our Trust are: Gangs, Child Sexual Exploitation (CSE), Drugs/County Lines, Children Missing from Education (CME) and Female Genital Mutilation (FGM))
- We will work with local partners, including Social Care and Police, to ensure that we stay alert to any emerging contextual risks, and to ensure that assessment of risk for any of our pupils includes appropriate reference to their local community and environment.

## Processes and Procedures

Our schools have clear procedures for responding to any possible signs of abuse. This will be explained to all staff and volunteers at induction, and copies of forms are available in each school. Training and refresher sessions will reinforce effective techniques for recording concerns, and will highlight the importance of accurate written records.

- All safeguarding concern records, and any other documentation of a safeguarding nature, are held in a safeguarding file/online system separately from any other pupil information, and are stored securely with access limited only to the Designated Safeguarding Lead, their Deputies, and the Headteacher, who have received the appropriate DSL training.
- Pupil safeguarding files/systems will contain any relevant information and documentation related to the pupil's safety and welfare. Their contents will be logically organised, and will include a chronology detailing the key events and information related to the case. Should the pupil leave the school, a copy of their safeguarding file, separate to their main pupil file, will be transferred to the new school or academy, from whom confirmation of receipt will be required.
- Upon receiving a concern which indicates a suspicion of abuse, the Designated Safeguarding Lead or their Deputy will follow local inter-agency procedures, local information sharing protocols and statutory/legal expectations in deciding if a referral to an external agency is warranted. It is important to note that whilst a referral would typically be made by the Designated Safeguarding Lead or their Deputy, any member of staff can make a referral, and appropriate information will be signposted to all staff to support them to do so.

In the case of a referral being made due to risk of significant harm, the referrer will make a detailed written record of their actions, including: dates and times of any conversations; the name and role of any professionals that were spoken to; the outcome of the referral; any actions that the referrer and the agency receiving the referral have agreed to.

- Any disagreements between the referrer and a professional or agency will be appropriately voiced and discussed, with the referrer following appropriate escalation procedures if they

remain dissatisfied and if the circumstances warrant. Any disagreements or escalation will be recorded in writing by the referrer.

- The Designated Safeguarding Lead or their Deputy will be a proactive contributor to any strategy meeting, Child Protection conference/review, and core group, and will attend professionals' meetings where requested, providing appropriate written and/or verbal education and welfare reports related to the child and their family as requested by agencies and in line with statutory information sharing guidance.
- Records of all safeguarding work from early help to child protection will be made on the child's safeguarding record. Any actions arising from a concern will be followed up and documented, and records of any communication with school staff, external agencies and parents related to safeguarding will be documented on the child's safeguarding record within 24 hours.
- Minutes and action plans of meetings will be retained on a child's safeguarding record, with relevant actions being fed back to the appropriate members of the team, and any progress towards meeting required actions and outcomes also recorded.

## Early Help

We recognise that early intervention when a child or family is starting to show signs of concern can be critical to ensure that the right help and support is sourced, preventing any further escalation of issues or a decline in the child's safety and wellbeing.

- We recognise that partnerships with parents and carers are crucial in identifying the need for early help and for effective collaboration to improve the life chances for pupils.
- Our schools work proactively with parents and carers to develop effective relationships between home and school, and to promote the benefits of early help and intervention to support their child.
- Any child can benefit from early help, but we are particularly alert to the needs of: SEND pupils; young carers; pupils vulnerable to anti-social behaviour, gangs, exploitation and radicalisation; pupils currently in or recently returned from care or those being privately fostered; pupils misusing drugs or alcohol or living in households where drugs or alcohol are being misused; pupils living in households with domestic violence or parental mental health concerns.
- In a case where a concern about a pupil does not suggest a risk of significant harm but they remain in need of additional support, the Designated Safeguarding Lead in each school will liaise with parents and, with their permission, follow local Early Help Assessment guidelines in order to source the most appropriate support.
- The Designated Safeguarding Lead or their Deputy will be a proactive instigator and/or contributor to any Early Help Assessment and subsequent Team Around the Family meeting and, as above, will lead or attend professionals' meetings where requested, providing appropriate written and/or verbal education

## Safer recruitment and Safeguarding checks

We recognise that it is critical to ensure that our pupils are taught and supported by adults who are safe to do so, and that we are responsible for promoting a culture of safety within our academy environment by preventing unsafe adults from having access to it.

- In line with expected practice for safer recruitment, a minimum of one member of school/Trust staff will undertake training in 'Safer Recruitment', and will be present on any interview panel.

- Our School Business Managers/Office Managers will maintain a Single Central Record, detailing the required and relevant recruitment and vetting checks undertaken on all school employees, volunteers, Governors, agency workers and third-party staff.
- Head teachers will oversee the SCR and be accountable for its accuracy, checking it regularly and termly as a minimum, making a record of the check and any subsequent actions that arises. The designated governor will check the SCR termly, also making a record of the check and any subsequent actions that arise.
- The Single Central Record will be supported by files containing appropriate supporting evidence for recruitment and vetting checks, held in line with Data Protection legislation.
- Please see each school's Safer Recruitment policy for further detail regarding our adherence to safer recruitment principles for staff and volunteers.

**The Trust maintains the single central record detailing checks carried out in each school within the Trust.**

## Implementation

This policy applies to all adults involved with our Trust, including paid staff, volunteers, and visitors, Trustees, Members and Governors. It will be publically available on our academy website, and will be available in paper form upon request from the registered Attigo office. We will also make available and/or signpost all relevant statutory and legislation safeguarding and child protection documentation to staff and volunteers for their reference.

At the beginning of the academic year all academy staff and volunteers, including Governors, will be issued with a copy of the school safeguarding policies , along with a copy of the Attigo's Code of Conduct and Whistleblowing policy, the school's own behaviour policy, on-line safety, acceptable use & social media policy/ies, any additional information about responding to children missing in education (CME), together with Part 1 and Annex A of Keeping Children Safe in Education (2018) They will be required to sign a confirmation that they have received, read and understood these documents, and that they agree to abide by their contents.

This policy will be reviewed annually by Attigo Academy Trust in line with updates of statutory guidance, and additionally on a regular basis by school Governors.