



Elements

Diocesan Learning Trust

Flourishing together, in the love of God.

Child Protection and Safeguarding Statement

Date Approved: October 2022



Our Vision

Our vision has been developed to enable the coming together of like-minded Primary Schools in Dudley – schools that are separate, discrete **elements** that choose to coalesce as a cohesive whole to speak with one shared voice in education within the Borough of Dudley. Each person in these school communities, children, and adults alike, are also **elements** in bringing to fruition an education that enables their own flourishing and that of others. They are unique individuals, each with their own agency and characteristics, but who have an exponential effect when working together with a shared vision and purpose.

This is the vision in which the headteachers, governors and wider stakeholders have placed their trust and it is essential that it is upheld at every stage.

Each school, despite sharing some similarities, has its own unique context, community, culture, ethos, vision, and values. These will be honoured at all times as part of Elements Diocesan Learning Trust.

The vision is deeply rooted in, and is an outworking of, the Church of England's Vision for Education. Elements Diocesan Learning Trust is committed in being 'Deeply Christian: Serving the Common Good', inspired by the particular scripture in John 10:10 where Jesus declares '***I have come that they may have life, and have it to the full***'. These words, combined with the vision's four main guiding **elements** - educating for Wisdom, Knowledge & Skills; Hope & Aspiration; Community & Living Well Together; and Dignity & Respect form the core vision for Elements Diocesan Learning Trust. At times, it is expected that interpretation of what the vision means in practice will vary between individuals and that there will be differences of opinion. At such times, discussion around decisions and actions will be respectful, honouring the four strands of the vision itself and remembering the original reasons for this collaboration.

These core **elements** of the Church of England's Vision for Education have supported the formation of our founding core values.

Our Values

- **Wisdom** – The decisions we take are wise and are based on informed discussions and evidence and aimed at ensuring we achieve the best outcomes for all without forsaking our values
- **Hope** – we have hope for a positive future and always finding positive outcomes
- **Honesty** – we are honest with all inside and outside our organisation, whilst being sensitive to how we deliver these messages
- **Community and Helpfulness** – we work in co-operation and partnership with all staff and wider stakeholders
- **Dignity and Compassion** – we treat all those within and outside our organisation with dignity, irrespective of the circumstances, and we show everyone compassion for the difficulties that they are experiencing
- **Respect** – we are respectful to all, dedicated to ensuring inclusivity and diversity with those that we work with and for others that meet, and our actions may affect.
- **Integrity** – we have strong principles rooted in our Christian mission that lead our actions and decisions

CHILD PROTECTION AND SAFEGUARDING STATEMENT

I. POLICY STATEMENT

- 1.1. The Elements Diocesan Learning Trust fully recognises its moral and statutory responsibilities for safeguarding and promoting the welfare of children and thus is fully committed to safeguarding and promoting the welfare of all the pupils and staff within the academy trust and expects all staff and volunteers to share this commitment.
- 1.2. The Elements Diocesan Learning Trust expects that everyone working within the Trust academies will contribute to the creation of an environment in which all children and adults have an equal right to protection regardless of gender, religion, ethnicity, sexual identity or culture.
- 1.3. The Elements Diocesan Learning Trust requires members of the academy trust to maintain an open mind and 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 interests of the child.
- 1.4. The Elements Diocesan Learning Trust expects that all adults within the academy community are aware that they have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in the academy. Anybody can make a referral although reporting procedures should be established in the academy to ensure information is shared with the key safeguarding and child protection staff at the academy as soon as possible after any concern arises.
- 1.5. The Elements Diocesan Learning Trust expects that each academy will follow the guidance provided by their Local Safeguarding Children Board and Local Authority children's services departments.
- 1.6. The Elements Diocesan Learning Trust will nominate a senior officer as the Designated Safeguarding Lead Officer and nominate a director as having particular responsibility for safeguarding matters.

2. DEFINITIONS

- 2.1. Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.
- 2.2. Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.
- 2.3. Staff refers to all those working for or on behalf of the academy, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

- 2.4. Child includes everyone under the age of 18 (including staff or volunteers under that age).
- 2.5. Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

3. AIMS OF THE SAFEGUARDING STATEMENT

- 3.1. To establish the commitment of the Elements Diocesan Learning Trust to promoting good safeguarding and child protection practices throughout the Trust and Trust academies.
- 3.2. To set out the requirements that every academy within the Elements Diocesan Learning Trust must:
- ✓ Ensure the academy Child Protection and Safeguarding Policy is updated annually to include any updates in Keeping Children Safe in Education (KCSIE).
 - ✓ Ensure a senior leader is nominated as Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role.
 - ✓ Ensure DSL has undertaken Get Safe Training
 - ✓ Ensure the job description for the DSL clearly delineates the role and responsibilities of this post.
 - ✓ Ensure there are clear lines of communication between the DSL and the member of staff with responsibility for Attendance.
 - ✓ Ensure it has at least one member of staff who will act in the absence of the DSL (Deputy DSL) who has received appropriate training and support for this role.
 - ✓ Ensure appropriate supervision is in place to support the DSL and all Deputy DSLs.
 - ✓ Ensure the Single Central Record is kept up to date. Staff files are to include photo identity and is compliant with MAT Guidance. See Appendix I.
 - ✓ Ensure a signed record of training attended by members of staff, Governors and volunteers is kept in line with KCSIE.
 - ✓ Ensure all certificates of training received by the DSLs, staff and Governors are retained centrally.
 - ✓ Ensure all staff (including new members of staff) sign to say they have read and understood the following MAT / academy policies: Whistleblowing, Child Protection and Safeguarding, Code of Conduct, Health and Safety and E-Safety.
 - ✓ Ensure the Local Academy Board nominates a member to be responsible for safeguarding children and liaise with the DSL and / or Headteacher in matters relating to safeguarding.

- ✓ Ensure every member of staff (including temporary and supply staff and volunteers) and the Local Academy Board knows the name of the DSL and any deputies and understands their role.
- ✓ Ensure that the DSL and/or a Deputy DSL is always available during school hours and has made adequate and appropriate cover arrangements for any out of hours/out of term time activities.
- ✓ Ensure there is a separate page on the academy website entitled Child Protection and Safeguarding which includes the latest Child Protection and Safeguarding Policy, reminds all that Safeguarding is everyone's responsibility and provides the name and contact details of the DSL, the LAB member responsible for Safeguarding and each Deputy DSL.
- ✓ Ensure all staff and volunteers have read (and signed to confirm) the school Safeguarding / Child Protection Policy including its Appendices, Part I and Annex A of Keeping Children Safe in Education, and the school's Code of Conduct.
- ✓ Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, including the specific issues of Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Children Missing Education (CME) and Radicalisation and Extremism, and maintain an attitude of 'it could happen here'.
- ✓ Ensure that there are effective procedures in place to deal with any safeguarding issues which may rise and that these are embedded, shared and followed by everyone within the academy community.
- ✓ Ensure the academy has an appropriate system for recording all incidents of physical restraint and ensuring all parents are informed when physical intervention is used.
- ✓ Ensure all staff and volunteers understand their responsibility for referring any concerns to the DSL or Head Teacher in a timely manner and are aware that they may raise concerns directly with Children's Social Care Services if they believe their concerns have not been listened to or acted upon.
- ✓ Ensure the Designated Safeguarding Lead Officer at the Multi Academy Trust is informed of any safeguarding or child protection issues or concerns relating to a Headteacher, LA Member, member of staff, volunteer or visitor or where staff feel there is significant risk to a child.
- ✓ Ensure staff new to the schools are informed of the safeguarding children arrangements in place. They will be given a copy of the school Safeguarding / Child Protection Policy including its Appendices, Part I and Annex A of Keeping Children Safe in Education, the school's Code of Conduct and told who the DSL is, who acts in their absence and what this role includes.
- ✓ Ensure all volunteers, supply staff and regular visitors to the academy are told where the policy is kept, given the name of the DSL and deputy/ies and informed of the academy's procedures in reporting concerns.
- ✓ Establish a safe environment in which children and young people can learn and develop.

- ✓ Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and publishing its policy on the school website.
- ✓ Ensure that the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.
- ✓ Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and are aware of whistleblowing procedures and helplines.
- ✓ Be aware of and follow procedures set out by the DfE and the Local Safeguarding Children Board and Local Authority children's services departments where an allegation of abuse is made against a member of staff or volunteer, including making a referral to the Local Authority Designated Officer (LADO).
- ✓ Ensure that a referral is made to the DBS and/or National College for Teaching and Leadership if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- ✓ Ensure that there are effective procedures in place to deal with any safeguarding issues which may rise and that these are embedded, shared and followed by everyone within the academy community.
- ✓ Ensure all staff and governors receive appropriate regular training on dealing with safeguarding and child protection issues and are aware of the wide range of indicators and types of abuse and what action to take if they have a concern. A record of this training must be retained centrally.
- ✓ Ensure all LAB members have read (and signed to confirm) the school Safeguarding / Child Protection Policy including its Appendices, Part 2 of Keeping Children Safe in Education and the school's Code of Conduct.
- ✓ Set out written standards on the expected conduct of staff and ensure all staff work safely and responsibly, monitoring their own standards and practices on a regular basis, avoiding any conduct which may lead someone to question their motivation or intentions.
- ✓ Raise awareness of safeguarding and child protection issues with the children or young people and equip them with the skills needed to keep themselves safe.
- ✓ Support children who have been abused or are vulnerable to abuse, this includes robustly tackling incidents of bullying.
- ✓ Ensure all children are taught how to protect themselves online and how to report online incidents through CEOP.
- ✓ Operate a lettings policy which ensures the suitability of adults working with children on school sites at any time.

- ✓ Ensure that community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.

4. ADDITIONAL MATERIALS AND FURTHER INFORMATION

- Children Acts 1989 and 2004
- The Education Act 2002
- The teachers' standards
- Working together to safeguard children
- Keeping children safe in education
- Guidance for safer working practice for those working with children and young people in education settings

Appendix I MAT Guidance for the Keeping of Staff Personnel Files

Personnel Files, in order, should contain:

1. Photograph of staff member on inside of file
2. Personnel checklist*
3. Contract – To include offer/acceptance letters and contract
4. Job Description/s – Most recent on top
5. Payroll Information
6. ID Check and Qualifications
7. References
8. Induction
9. Interview
10. Advert
11. Correspondence

*This information should match the academy single central record.