



Learn-AT

Learning ~ Fellowship

Safeguarding Policy 2024-25

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Please note that this policy supersedes and replaces any equivalent policies or sections of policies. This policy is non-contractual and can therefore be amended without consultation. Before you use this policy, please check you have the latest version using the footer reference and Learn-AT Policy Index.

This policy applies to all Learn Academies Trust schools and should be read in conjunction with the latest associated guidance issued by Learn-AT.

1. Introduction

- 1.1. The Trust and its Academies take their responsibilities to safeguard the welfare of children, young people and adults very seriously and all staff, no matter what their role, will be committed to their policies and procedures to ensure all individuals are kept safe, free from harm and have their needs and welfare promoted at all times. This includes the welfare of colleagues and those who have any role to play in the life of the Academy.
- 1.2. The Safeguarding of Children, Young People and Vulnerable Adults, Children and Young People is everyone's responsibility.
- 1.3. The Trust will implement the principles of The Children Act 1989/2004 which defines a child as one up to the age of their 18th Birthday. Children who have been accommodated by the Local Authority as a Looked After child at their 18th birthday may need on-going Local Authority Support up to their 21st birthday.
- 1.4. The Government document Keeping Children Safe in Education (September 2024), defines safeguarding as:
 - Providing help and support to meet the needs of children as soon as problems emerge
 - protecting children from maltreatment, whether that is within or outside the home, including online
 - preventing impairment of children's mental and physical health or development;
 - ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best chances.
- 1.5. It is important to recognise that, in the light of lessons learned from National and Local Serious Case Reviews, the safeguarding of children and young people is more to do with the promotion of their welfare and needs throughout every aspect of school life. It is about the support, care and development of all children; staff will have children's needs in mind continually to ensure they are always the primary focus. The protection of children is only one aspect of the need to safeguard and promote their welfare. Working Together to Safeguard Children states that 'Child protection is part of safeguarding and promoting the welfare of

children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

- 1.6. All Learn-AT academies adopt the [County Safeguarding](#) model Child Protection Policy as the basis for their individual school policies.
- 1.7. Learn-AT considers safeguarding to encompass many aspects of school life, and to be closely aligned to issues relating to equity, diversity and inclusion. This commitment to leading schools where everyone belongs, feels safe and is safe, is summarised in the 'Safeguarding Star' diagram below:



2. Vulnerable Adults

- 2.1. The Trust will fulfil its duty of care to those adults who may be vulnerable when appropriate and each school will follow the same procedures for dealing with concerns for children.

- 2.2. Each school will also take particular account of adults who are vulnerable:
 - 2.3. those who are over 18 years of age and for whom there are concerns;
 - 2.4. it may become clear that a member of a child's family needs help and the school's contact and relationship with them means advice, help or referral might be offered;
- colleagues/members of staff who may be vulnerable and need support.
- 2.5. A broad definition of a 'vulnerable adult' (referred to in the 1997 Lord Chancellor's Department consultation paper 'Who Decides?') is a person aged over 18 years of age:
- "who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or maybe unable to take care of him or herself against significant harm or exploitation".

3. Context of the Policy

3.1. This Policy should be read in conjunction with the Trust Safeguarding Practice Guidance document which is available to all staff. In addition, it takes account of:

- The Children Acts 1989 and 2004
- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education 2024
- Leicestershire and Rutland Safeguarding Children Partnership
- The Counter Terrorism and Security Act 2015
- The Prevent Duty
- What to do if you are worried a child is being abused 2015
- Safer Working Practices 2022
- Leicestershire County Council Safeguarding in Education Induction Leaflet
- OFSTED School Inspection Handbook 2024
- Education Act 2002, Section 175
- Protection of Freedoms Act 2012
- No secrets – Vulnerable adults

In addition, each school has related policies in place which may need to be cross-referenced:

Anti Bullying	School specific	See individual school website
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Whistleblowing	Trust Policy	Learn-AT Whistleblowing Policy (PDF)
Complaints	Trust Policy	Learn-AT Complaints Policy (PDF)
e-Safety	Trust Policy	Learn-AT E-Safety Policy (PDF)
Behaviour Policy	School specific	See individual school website
Managing Allegations	Appendix 2 School specific Child Protection Policy	See individual school website

4. Policy Statement:

- 4.1. The welfare of the child is paramount (Children Act 1989/2004).
- 4.2. All children irrespective of their age, cultural background, disability, gender, language, racial origins, religious beliefs, sexual orientation have the right to be protected from abuse.
- 4.3. All teachers, including Principals, will safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties (Teacher Standards updated 2021).
- 4.4. All suspicions and allegations of abuse will be taken seriously and responded to without delay.
- 4.5. Senior Leaders will take responsibility for ensuring that such concerns are dealt with and responded to in line with school and Trust procedures.
- 4.6. All staff, including temporary or agency staff as well as visitors to schools will subscribe to the school policy and procedure and will report any concerns accordingly.
- 4.7. All staff will recognise that often their duty of care might go beyond just the presenting concern as it may highlight relevant and connecting issues in and for the rest of the family.
- 4.8. In order to fulfil these requirements, each school will:
 - work to prevent or eliminate, as far as is possible, incidents of, or threats from, any form of abuse within any school;
 - ensure it has all policies and procedures in place that are up-to-date and

relevant for the safety of all and to ensure all concerns are progressed speedily and efficiently, even at an early, preventative stage;

- ensure that there is absolute certainty about the named people responsible for safeguarding and this information is known to all;
- have in place reviewing and auditing mechanisms to ensure that all staff, volunteers and other appropriate people are fulfilling their responsibilities and that current systems are effective;
- offer assurances and undertakings to children and their parents/carers of the care their children will get and the framework for dealing with the prevention of harm and abuse;
- ensure that it has in place appropriate and up-to-date training programmes to maintain staff awareness of their responsibilities in relation to child and adult protection;
- ensure that it complies with all relevant national and local changes in legislation, guidance and protocols.

4.9. The Learn-AT Central Team will:

- ensure that all policies and procedures are reviewed and updated in line with national and local requirements and appropriate changes are disseminated to all academies;
- ensure that there are systems in place to support the effective management of safeguarding, especially the role of DSLs, training for all staff and supervision as appropriate;
- ensure that there is available to school leaders someone who can offer appropriate external advice and support with safeguarding concerns, especially when they are complex and/or relate to allegations against adults working within the Trust; and
- ensure quality assurance processes are in place and oversee the information they produce to measure the progress and effectiveness of existing safeguarding frameworks.

5. The Voice of the Child

5.1. The Trust is committed to providing the best care and support to help all children grow and reach their full potential through its schools and Central Team. It will promote the importance of the child being at the centre of all it does, especially when dealing with concerns about them.

5.2. Each school will:

- establish and maintain an ethos that children are of primary concern;
- provide opportunities for children to talk and be listened to;
- make clear to children who the adults are in the school that they can go

and talk to;

- consult with the child, where appropriate, when dealing with a concern about them, ensuring they have shared any information important to them, including what they want to happen;
- record accurately and without prejudice any information shared by a child, or others, about them;
- create opportunities for children to understand the need for their own safety and how they can get help for others when needed;
- ensure that the diverse needs of the child will be treated respectfully and sensitively when seeking to help and support them, especially if that involves the need for referral to other agencies.

6. Working with families

- 6.1. Each school will do its utmost to work in partnership with the child's family, acknowledging that best outcomes are achieved with their involvement and participation. Each school will ensure that details of the child's family, including significant people within the household, are clearly documented and reviewed annually and updated whenever the school is informed of any changes.
- 6.2. In assessing how best to support a child, consideration will be given to:
 - what is known about the child's family;
 - the family's consent;
 - the family's participation in the resolution of any concerns;
 - whether any other family member may themselves need help, especially other children and/or vulnerable adults.
- 6.3. Each school will respond to concerns for children in need of help, especially protection. The Trust recognises the duty to respond speedily to any concerns expressed about a child's welfare. It will ensure each school follows its procedures, ensuring that all concerns are reported to the Designated Safeguarding Lead (DSL), their deputy or nominated person in their absence and without delay. (See Safeguarding Practice Guidance for step by step procedure and flowchart).
- 6.4. Each school will have in place escalation processes so staff can take their concerns elsewhere if they are not taken seriously or disagree with action agreed. This may involve contact with the Learn-AT Central Team.
- 6.5. Each school will record the concern, no matter how minor and review the progress of the action of that concern to achieve resolutions and outcomes.
- 6.6. Staff from the Central Team may, as part of their duties and after visiting schools, need to report concerns they identify in the appropriate way.
- 6.7. Given the emphasis Learn-AT places on everyone's duty to report concerns, no matter how small or seemingly irrelevant, staff who do not do so may increase risk

and may be subject to disciplinary procedures.

- 6.8. Learn-AT and its schools will fulfil the requirement to work alongside other agencies when required to seek further advice or help or to make a formal referral for more formal action.
- 6.9. Allegations against adults within the Trust (including Staff, supply teachers, local governors, volunteers and contractors) will always be dealt with by the headteacher (or Trust Leader for Central Team staff) or, if the allegation is about the Headteacher or CEO, the Chair of Trustees. These will be given the highest priority. The Learn-AT Central Team may need to assist in such a process. (See KCSIE 2024 Part 4, p92 Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors)
- 6.10. All Learn-AT headteachers must have completed Managing Allegations Against Staff training, to be refreshed every 5 years.

7. Special Circumstances

- 7.1. The document "Keeping Children Safe in Education 2024" identifies those circumstances where children and young people will be particularly vulnerable. All schools will provide additional care and support in these situations and be especially alert to the need to pass on concerns to the Designated Safeguarding Lead without delay.
- 7.2. The Learn-AT Safeguarding Practice Guidance document outlines such circumstances and gives advice about seeking help.
- 7.3. One of the special circumstances described relates to the Trust's legal duty set out in the Counter Terrorism and Security Act 2015 and through statutory guidance on Prevent, to have due regard to the need to prevent people from being radicalised or drawn into extremism.

8. Safer Recruitment

- 8.1. Learn-AT will ensure that all recruitment is subject to statutory safer recruitment procedures (outlined in KCSIE 2024 Part 3 p56) to allow for a robust, transparent and equal process of making sure all people employed in the Trust are suitable to work with children. Support and advice is available to all Learn-AT schools and the Trust Central Team from the Trust's legal advisers, Stone King.
- 8.2. Appropriate HR processes (Recruitment Process Learn-AT and Learn-AT Single Central Record SCR Guide) will be followed, including DBS requirements. No member of staff or volunteer will be allowed to work without being approved to do so and after safer recruitment processes are fully complete.
- 8.3. All Learn-AT headteachers and at least one member of the Local Governing Body must have undertaken accredited Safer Recruitment training, to be refreshed every 5 years.

9. Information Sharing

- 9.1. Each school will promote the importance of information sharing as a means of ensuring how best to support children and young people and especially progress any concerns through thorough assessment.
- 9.2. Within each school, information will be shared as appropriate and on a need-to-know basis acknowledging that some level of feedback to staff who have raised a concern will be important if they are to understand ways to continue supporting a child, relevant information about the family and/or if further action may be needed.

10. Training

- 10.1. The Trust will ensure that every member of staff undertakes safeguarding training appropriate to their role. Each school will follow the Learn-AT Safeguarding Training Programme for all staff. Senior Leaders will ensure that staff and governors are meeting the requirements for training at their level. The DSL working group coordinates staff training across the Trust. All Learn-AT employees engage with weekly summaries of key safeguarding information via 'Safeguarding 39 Weeks'. Engagement with training will be monitored through the annual Safeguarding Quiz and via the local policies area of Myconcern.
- 10.2. This requirement will apply to Senior Leaders in all schools, including the Learn-AT Central Team, trustees and local governors.

11. School Prospectuses and Websites

- 11.1. Each school's prospectus and/or parents' handbook and/or website will contain appropriate information to inform parents/carers and their children and other appropriate interested parties of the commitment to safeguarding and highlight key aspects of how each school will deal with any concerns, especially those against members of staff.
- 11.2. Each school website will have this and all related policies available for easy access by staff, parents, children and young people.

12. Supervision

- 12.1. Safeguarding supervision offers a formal process for professional support and learning as well as for overseeing the work, development and competence of those within a lead safeguarding role within each school.
- 12.2. It is important to promote high standards of practice and to ensure that the expectations of the Trust of people in these roles are being met. It is a formal process which is an integral part of the Trust's commitment to safeguarding and in supporting key roles within each Academy.
- 12.3. In particular, DSLs will have access to such supervision via the Trust Safeguarding Lead via termly DSL meetings to review and develop their practice and support

them in their role.

- 12.4. Those offering such supervision will undertake appropriate training as offered by Leicestershire and Rutland Safeguarding Children Partnership, Leicestershire LA, Learn-AT or organisations such as the NSPCC. The role is best undertaken by a senior member of the organisation, such as a principal, lead DSL, or executive headteacher who is well informed about the day to day work of the school and the concerns that may arise, as well as an understanding of the work of the DSLs in dealing with them.

13. Quality Assurance

- 13.1. Each school will ensure that safeguarding processes are monitored and audited according to Trust policy and reviewed to ensure that they are achieving quality outcomes for safety and support and to inform any improvement in overall policy and practice.
- 13.2. Learn-AT has in place a safeguarding review framework. This information should be made available to key staff, and where appropriate children/young people and their parents/carers in a way that reassures them that processes are in place and constantly reviewed.

14. Review of Policy

- 14.1. This policy will be fully reviewed every twelve months.

Appendix 1: Learn-AT Safeguarding Calendar

Term	Academy Action	Trust Action	Reporting Arrangements	
			Local Governing Bodies	Trust Board
Autumn	<p>Check reviewed CP Policy is on school website.</p> <p>Check dates for statutory safeguarding training are booked: DSL refresher training; new DSL training; Managing Allegations; Safer Recruitment.</p> <p>Website Check.</p> <p>Comprehensive check of SCR (incl. volunteers and visitors) and latest template. Staff safeguarding training updates booked.</p> <p>Internal School Safeguarding Audits.</p> <p>Review outstanding actions from any reviews conducted in previous year</p>	<p>Trust DSL Network Meeting – Safeguarding Practice/Policy Review incl.</p> <p>Check school SCRs</p> <p>Trust Safeguarding Reviews every two years for all schools</p>	<p>Adopt updated Child Protection/Safeguarding policies.</p> <p>Confirm submission of Annual Safeguarding Return.</p> <p>Confirm Autumn Term Safeguarding training and actions in place.</p>	<p>Safeguarding Lead Report to Trustees</p> <p>Adopt reviewed Trust Safeguarding Policies</p>

Spring	<p>Check SCR for new recruits Safeguarding Governor monitoring visit Staff safeguarding training updates Website check Review outstanding actions from any reviews conducted in during autumn/spring term</p>	<p>Check Academy SCRs Monitor progress against internal audit action plan Trust Safeguarding Audits for some academies</p>	<p>HT Report to LGB to include outcomes of safeguarding audit monitoring and Spring Actions Safeguarding Governor Visit report</p>	<p>Safeguarding Lead Report to Trustees</p>
Summer	<p>Check SCR for new recruits Staff safeguarding training updates Website Check Complete LA annual safeguarding return Review outstanding actions from any reviews conducted during the year</p>	<p>Trust DSL Network Meeting Review Learn-AT Safeguarding Policy and Practice Guidance and refresh on trust website Safeguarding Audits for some academies</p>	<p>Annual Safeguarding Return</p>	<p>Safeguarding Lead Report to Trustees</p>