



Excalibur Academies Trust Child Protection and Safeguarding Policy

[Note this is a centralised policy which is localised by each of our academies. Please see the localised policy for each academy on their websites.]

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Effective from	1 st September 2024
Approved by	Board of Directors
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Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	September 2024	Felicity Hawkins	September 2025

Adoption by academy

Role	Name
Chair of Governors	Julia Cottee
Principal	John Salberg

Key Safeguarding Personnel at the Academy

Role	Name	Tel	Email
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Chair of governors	Julia Cottee	0118 2143888	Julia.cottee@gov.excalibur.org.uk
Designated teacher for Looked After Children	Kate Toms	0118 2143888	ktoms@wren.excalibur.org.uk
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Excalibur Board member responsible for safeguarding	Jeanette Longhurst		jeanette.longhurst@excalibur.org.uk
Central team member responsible for safeguarding	Felicity Hawkins		felicity.hawkins@excalibur.org.uk



The key safeguarding responsibilities within each of the roles above are set out in *Keeping Children Safe in Education (2024)*



ESSENTIAL CONTACT DETAILS

Early Help Single Point of Entry - Single Point of Access

cspoa@brighterfuturesforchildren.org

Brighter Futures for Children
Civic Offices
Bridge Street
Reading
RG1 2LU

EDT out of hours emergency telephone: 01344 351 999

If you believe a child is at immediate risk of significant harm or injury, call the police **999**

Designated Officer for Allegations (DOFA/LADO): 0118 937 2684

LADO@brighterfuturesforchildren.org



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PART I: Policy

I.1 Definitions

Safeguarding is defined 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 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 definition has been updated in Keeping Children Safe in Education (2024)

Child Protection is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

This policy applies to all staff in our academy.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the academy, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in academy (except for approved expenses).
- **Principal** refers to the lead practitioner in the school, whatever their title. It includes anyone deputising for the Principal in their absence.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our academy roll and any child under the age of 18 who comes into contact with our academy. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at academy or outside of academy hours are within the scope of this policy.

I.2. Introduction

At Excalibur Academies Trust and its schools, safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children, their families and carers, has a role to play.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should always consider what is in the **best interests** of the child.



We take an ‘**it can happen here**’ approach where safeguarding is concerned.

Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action. Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Excalibur Academies Trust and its schools are committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn.
- Acting on concerns about a child’s welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

Equality statement

We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND) and those with medical conditions, in line with our Special Educational Needs and Disability Policy ([here](#)), Children with Medical Health Needs Who Cannot attend School Policy and Supporting Children with Medical Conditions are available upon request. (admin@wren.excalibur.org.uk)

We adhere to the principles of anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

Current legislation and National / Local Guidance

All action taken by Excalibur Academies Trust and its schools will be in accordance with the following current legislation and statutory national, and local guidance:

Working Together to Safeguard Children (2023), which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.

Keeping Children Safe in Education (2024) is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

Early Years Foundation Stage statutory framework (2024) is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5.

What to do if you are Worried a Child is Being Abused – Advice for Practitioners

Local Guidance from the Local Safeguarding Partnership: around particular safeguarding topics are available on the local website.

<https://www.berkshirerwestsafeguardingchildrenpartnership.org.uk/scp>



This policy has been written to reflect the school's compliance with the above documents. It does not seek to replicate the details contained within these documents. Staff should reference these when carrying out their duties.

All staff, including volunteers, are expected to refer to them, as needed.

This policy does not seek to detail procedures that staff should follow, except where these are required in the policy by *Keeping Children Safe in Education (KCSiE) 2024*. For Excalibur procedures, linked to safeguarding please refer to Excalibur Academies Trust's Safeguarding Handbook which accompanies this policy.

This policy should be read in conjunction with the following policies/procedures:

- Recruitment and Selection
- Whistleblowing
- Code of Conduct for Staff within our Employment Manual
- Behaviour (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying, and Exclusions Policy of a separate document)
- On-line Safety Policy
- Attendance Policy (including the safeguarding response to children who go missing from education)
- Health and Safety Policy
- Low level concerns procedures within our Employment Manual and Safeguarding Handbook
- Equality Policy
- Use of Reasonable Force Policy
- Health and Mental Wellbeing Guidance
- Supervision Policy
- Children with Medical Health Needs Who Cannot attend School Policy
- Supporting Children with Medical Conditions Policy

Principals (and the CEO in relation to Central Trust members) must ensure that all policies and procedures are accessible, understood and followed by all staff.

1.3 Overall Aims

This policy will contribute to the safeguarding of children at The Wren by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, governing body, pupils, and their families.



- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; that learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.

The Wren is named as a relevant agency in the Local Safeguarding Partnership. This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Berkshire West Safeguarding Children Partnership.

I.4 Professional expectations, roles, and responsibilities

Role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding lead(s)

The Designated Safeguarding Lead and the Deputy Safeguarding Lead(s) are appointed in line with the requirements of *KCSiE (2024)*.

The DSL and DDSL have responsibility for leading safeguarding and child protection within school, ensuring the school adheres to all the expectations and requirements detailed in *KCSiE (2024) Annex C*.

In Excalibur, all DSLs have the right to supervision. This supervision is provided by trained Excalibur staff with some of our academies sourcing external supervision. It is structured with choice to uptake when needed. All supervision follows the Excalibur Academies Trust Supervision Policy.

All staff (including volunteers) will:

- Read and understand Part I of *Keeping Children Safe in Education (2024)*. Those working directly with children will also read Annex A and B. Those who do not work directly with children will read Part I and Annex A.
- Comply with the policies and procedures of the school, including those related to safeguarding.
- Read and sign the Code of Conduct, annually.
- Know how to contact the DSL and any deputies, and the Head of Safeguarding.
- Be clear as to the setting's policy and procedures about child on child abuse, children missing education and those requiring mental health support, and the impact of technology in relation to online safety.
- Follow the academy's procedures for the use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities e.g. smart watch.

In addition to the above:

The DSL and DDSL will:

- Be familiar with and follow the duties of the role as described in *KCSiE, 2024*, including Annex C.
- Will read through the Safeguarding Handbook and ensure it is available online to all staff.



- Follow the safeguarding calendar within the safeguarding handbook.
- Ensure the first Academy Committee meeting each year includes training to contextualise the child protection and safeguarding practice at the setting.
- Inform the Head of Safeguarding of any strategic issues relating to safeguarding.

Designated Looked after Children Lead, the SENDCo and the Senior Mental Health Lead will:

- Read and understand *Keeping Children Safe in Education (2024)*, in full.

The Principal will:

- Read and understand *Keeping Children Safe in Education (2024)*, in full, and all associated policies.
- Act as DSL or appoint a DSL and DDSL(s).
- Meet regularly with the DSL and DDSL(s) to ensure they are able to fulfil their roles and quality assure the work they are doing.
- Ensure all staff and volunteers receive appropriate, regularly updated safeguarding and child protection training.
- Ensure all staff understand and comply with all school policies and Part One of *KCSiE, 2024*.
- Provide all staff with regular safeguarding and child protection updates (for example, via email, e-bulletins, online training and staff meetings) or delegate this to the DSL.
- Ensure that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Follow recruitment procedures in line with *KCSiE, 2024*.
- Follow the correct procedures regarding allegations made against members of staff additionally informing the Head of HR; following the low level concerns flowchart.
- Act as the “case manager” in the event of an allegation of abuse is made against another member of staff in agreement with the Head of HR.
- Report any concerns about the work of Trust employees (who are not part of the school staff) to the CEO and the Excalibur Board Safeguarding Lead.
- Ensure that the use of volunteers, visitors, agencies / third parties, trainee teachers / students and contractors in school, complies with *KCSiE, 2024*.
- Give staff the opportunity to contribute to policy and procedure arrangements and shape safeguarding arrangements and the Safeguarding and Child Protection Policy Ensure section 128 checks have been carried out on their governors and staff in a management position.
- Complete the single central record monitoring pro-forma by the Trust and return within time allocated.



- Follow local arrangements regarding safeguarding partners and child death review partner arrangements.
- Ensure the relevant staffing ratios are met, where applicable.
- Make sure each child in the Early Years Foundation Stage is assigned a key person and that takes place in line with the Supervision Policy.

The Senior Leadership will:

- Read and understand *Keeping Children Safe in Education (2024)*, in full, and all associated policies.
- Familiarise themselves with their role within the local safeguarding arrangements, ensuring that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions carry out their duties with a safeguarding consideration.

The Academy Committee will:

- Read and understand Part I of *Keeping Children Safe in Education (2024)* and Annex A.
- Monitor pupil attendance, behaviour, mental health and wellbeing.
- The appointed Safeguarding Governor will liaise with the Principal and the DSL to produce, carry out and submit the LA safeguarding audit which needs to be shared with the Head of Safeguarding.

The Excalibur Central Team will:

- Read and understand Part I of *Keeping Children Safe in Education (2024)*, and Annex A.
- Liaise with Head of Safeguarding if they become aware of any concerns that are not being appropriate addressed or resolved in school.

The Trust Head of Safeguarding will:

- Support Principals and Academy Committee in implementing and monitoring this policy and ensure that each academy has read and understand *Keeping Children Safe in Education (2024)*, in full.
- Support the Trust in providing model policies related to safeguarding and child protection.
- Provide support and advice for schools via the DSLs and Principals.
- Monitor the work of the school, including the Academy Committee and the Central Team, to ensure the school and the Trust are following this policy and has all the necessary policies, procedures and practices in place. In relation to safeguarding and child protection, attendance, behaviour and mental health and wellbeing.
- Report to trustees through the Education Scrutiny Committee.
- Liaise with the Board's safeguarding lead and the CEO in order to help them fulfil their duties.

Excalibur Academies Trust Board



The Board of Trustees will:

- Take overall strategic responsibility for the safeguarding practices across the Trust, holding the CEO to account.
- Read and understand Part 1 of KCSiE 2024, and Appendix A, and follow their duties as 'the proprietor'.
- Have a strategic overview of safeguarding and child protection issues across the Trust.
- Approve this policy at each review (or earlier if there are updates) and ensure it complies with the law.
- Hold the CEO to account for the implementation of the Child Protection and Safeguarding Policy and associated procedures.

1.5 Safeguarding training for staff

Training around safeguarding topics in (including online safety) will be integrated, aligned, and considered as part of a whole school safeguarding approach. Details of training required is in the Safeguarding Handbook.

All staff:

- Will receive appropriate safeguarding and child protection (including online safety) refresher training at least on annually (via formal training, online training, email e-bulletins and staff meetings). Staff training includes clear reference to the Whistleblowing Policy and guidance for escalating concerns.
- Must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- Must complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- As appropriate, will receive training in relation to use of reasonable force and positive handling, ideally anticipating in advance when this training might be needed considering the local situation.

Early Years' Staff Supervision:

We comply with the Statutory Framework for Early Years Foundation Stage, 2024: 'Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families.' (Statutory framework for the early years foundation stage (DFE, 2024).

Designated Safeguarding Lead and Deputies:

- Will undergo formal training to provide them with the knowledge and skills (including online safety) training required to carry out the role. The training will be updated every two years. Deputies will be trained to the same level as the DSL. This training will primarily be lead by the local authority and local safeguarding partnership.



- Will liaise with the Local Safeguarding Partnership to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.

Staff with other Responsibilities:

- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care. This training will be led by the Local Authority Virtual School.
- The Senior Mental Health Lead will have access to appropriate training.

Recruitment Training:

- The Board will ensure that at least one person on any recruitment panel of a Principal or Head of School will have undertaken safer recruitment training, in line School Staffing (England) Regulations 2009.
- The Principal will ensure that at least one person on any appointment panel within school will have undertaken safer recruitment training, in line School Staffing (England) Regulations 2009.
- All new staff are on-boarded and receive induction in line with *KCSiE* part 1.

1.6 Safeguarding in the curriculum

The Wren is dedicated to ensuring that learners are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all learners, and a more personalised or contextualised approach for more vulnerable learners, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum and their personal development offer.

We follow the curriculum requirements as set out in *KCSiE 2024*.

The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents).

School will provide engagement opportunities with parents and carers to consult on key aspects of the curriculum, according to the local situation / need.

1.7 Whistleblowing

The Trust has a Whistleblowing policy ([here](#)) detailed within its Employment Manual, available to all Trust employees and volunteers. and volunteers.

1.8 Safer recruitment and safer working practice

The Wren pays full regard to the safer recruitment practices detailed in *Keeping Children Safe in Education* (2024; Part 3)

Other related Excalibur policies and procedures:

- Low level concerns



- Use of Reasonable Force



PART 2: Procedures

All procedures can be found in detail in the Safeguarding Handbook. This is available to all staff. [2023 Safeguarding Handbook Final - Copy.docx](#)

2.1 Reporting concerns

All staff are clear about recording and reporting concerns in a timely way. In the case a learner is in immediate danger, staff should phone the police.

All staff are aware of and follow the procedures to respond to a concern about a child detailed in the Safeguarding Handbook. This includes responses to child-on-child harm and learners who present with a mental health need.

At **The Wren** students can raise their concerns via their tutors, progress leaders, trusted adult, the “Be Bovered Box” and email address and the Safeguarding Team. All concerns will be treated seriously.

2.2 Information Sharing

The Wren is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as ‘special category personal data’.

Staff at the setting are aware that:

- ‘Safeguarding’ and ‘individuals at risk’ is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with [Information Sharing for Safeguarding Practitioners 2018](#).

There may be times when it is necessary to share information without consent such as:

- To gain consent would place the child at risk;
- By doing so will compromise a criminal investigation;
- It cannot be reasonably expected that a practitioner gains consent; or
- If by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when **The Wren** will not provide pupil’s personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt **The Wren** will seek legal advice; working alongside the Data Protection Officer.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.



2.3 Multi-agency working

The Wren is a relevant agency in the Berkshire West Safeguarding Vulnerable People Partnership and will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance [Working Together to Safeguarding Children 2023](#).

Occasions that warrant a statutory assessment under the Children Act 1989:

- If the child is in need under s.17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement).
- Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Children's Social Care in the local authority in which that child resides. The list of safeguarding contact and other key agencies are listed in [Appendix B](#).

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to the Local Authority Virtual School.

The Wren will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

Additional considerations:

- Where a learner and/or their family is subject to an inter-agency child protection plan or a multiagency risk assessment conference meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.
- In situations where a child in care may be put on to a part time timetable, suspended or excluded, the school will consult with the relevant Virtual School following local procedures.
- If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the setting will liaise with the Local Authority Violence Reduction Unit (Safer Options) who will consider a proportionate response.
- If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance 'When to Call the Police' from the NCPCC can be helpful or contact the local PCSO/School Police Beat Officer/School Officer.
- In the rare event that a child death occurs, or a child is seriously harmed, **The Wren** will notify the Local Partnership as soon as is reasonably possible and the Excalibur CEO and Head of Safeguarding.

2.4 Suspensions, permanent exclusions, and commissioning of Alternative Provision

(To be read in conjunction with the Behaviour Policy and Exclusions Policy).



When the setting is considering suspending or permanently excluding a learner where additional vulnerability is identified it is important that the learner's welfare is a paramount consideration. The Principal will consider their legal duty of care when sending a learner home.

The Wren will exercise their legal duties in relation to their interventions. This includes:

- whether a statutory assessment should be considered in line with the principles of [Children Act 1989](#)
- that decisions are made in an anti-discriminatory manner in line with the [Equality Act 2010](#) (including having regard to the [SEND Code of Practice](#))
- and takes into consideration the learner's rights under the [Human Rights Act 1998](#)
- interventions will be consistent with statutory guidance [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

2.5 Actions to take

- An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm.
- If the child is subject to a child protection plan or where there is an existing child protection file, we will call a multiagency meeting.

Commissioning Alternative Provisions

In the event where **The Wren** commissions an Alternative Provision they will follow local guidance to ensure clear agreement of roles and responsibilities to maintain safeguarding arrangements for learners who are not taught on site.

The Wren will continue to be responsible for the safeguarding of that learner and will make necessary checks on the provider to meet the needs of the learner. Written confirmation from the Alternative provider will be obtained of the checks on staff that we would otherwise perform for our own staff.

2.6 Children Missing from Education/Absent from Education

(To be read in conjunction with the Attendance Policy)

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing from education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be reported to the DSL and reviewed. **Academy** will follow the guidance detailed in [Children Missing Education \(2016\)](#) and [Working Together to Improve Attendance \(2024\)](#). This will include notifying the local authority in which the child lives:



- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.
- From 19th August 2024, all schools will be legally required to share attendance and sickness returns with their local authority. This process will be defined by the local authority in accordance with the new statutory guidance *Working Together to Safeguarding Attendance 2024*.

Elective Home Education

The Wren will notify the Local Authority of every learner where a parent has exercised their right to educate their child at home. Safeguarding files should be shared with the Local Authority Elective Home Education service and consideration of whether additional support from children's social care should be made in line with the Children Act 1989.

2.7 Respond to incidents of child-on-child harm

All staff should recognise that children can abuse their peers (including online). It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the behaviour policy. However, concerns regarding the welfare of learners requires process and records to be kept on the child's safeguarding/child protection file.

Further examples of child-on-child harm this can be found in the Safeguarding Handbook. It is recognised that child-on-child abuse can happen inside and outside of school/college or online.

At **The Wren**

- We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- Even with a zero-tolerance approach, we take steps to educate and take action to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child on child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

There are clear systems in place (which are well promoted, easily understood and easily accessible) for learners to confidently report abuse knowing their concerns will be treated easily as reflected in section [2.1 Reporting a concern](#) of this policy. Academy will handle initial reports of harm by:

- Securing the immediate safety of learners involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.



- Ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- Not promising confidentiality as it is highly likely that information will need to be shared with others.

Actions to take in relation to sexual violence and sexual harassment.

Reference to *Keeping Children Safe In Education* (2024, Part 5) should be made in relation to taking protective action. Schools should also refer to the sexual harassment section of the Safeguarding handbook for policy and practice. **The Wren** will take the follow this guidance when responding to incidents of sexual violence and sexual harassment:

Contextual safeguarding approach to child-on-child harm:

The Wren will minimise the risk of child-on-child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.

Following any incidents of child-on-child harm, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This needs to be noted in a risk assessment after the incident including what action was decided upon as well as the date, time and location of the incident. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

2.8 Responding to allegations of abuse made against professionals.

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, volunteers, and contractors) where they may have:

- 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.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Immediate action must be taken: see Safeguarding Handbook.

Low-level concerns

This should be read in conjunction with the staff Code of Conduct, *Keeping children Safe in Education* (2024) and Excalibur's Low Level Concerns Procedure. A low-level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the



threshold set out at the beginning of this section. All low-level concerns should be reported to the Principal, or if about the Principal to the CEO via complaints@excalibur.org.uk

2.9 Mental health and wellbeing

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their learners. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and or may require early help support. All schools will follow the Excalibur Health and Wellbeing of Students guidance and practice.

The Wren will commit to undertake the following.

- The appointment of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of learners. This colleague will have sufficient training in mental health **and** safeguarding for them to carry out their role effectively.
- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that learners can report and share concerns in line with section [2.1 Reporting a concern](#) of this policy.
- Staff will follow a safeguarding process in terms of reporting concerns outlined so the DSL/Deputy DSLs (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a learner who is displaying acute mental health distress. This may require support from emergency services via 999 if the learner is at risk of immediate harm.
- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section [2.3 - Multi-Agency Working](#).
- The setting will communicate and work with the learner and parents/carers to ensure that interventions are in the best interests of the child.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team should be able to access specialist advice through targeted services or through their locality [Primary Mental Health Specialists from Child and Family Consultation Services](#).

Contextual safeguarding approach to mental health

The Wren will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for learners to identify when they may need help, and to develop resilience.

The setting will take a 'whole school approach' to:



- deliver high quality teaching around mental health and wellbeing on the curriculum;
- having a culture that promotes mental health and wellbeing;
- having an environment that promotes mental health and wellbeing;
- making sure pupils and staff are aware of and able to access a range of mental health services;
- supporting staff wellbeing; and
- being committed to pupil and parent participation.

2.10 Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations. It is essential that the DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager.

The Wren is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- Ensuring that online safety is concerned in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for learners.
- Acknowledging that child on child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section [2.7 Responding to incidents of child on child harm](#) and read in conjunction with **The Wren's** policy on the use of mobile smart technology is available via the school website.
- Provision of education via remote learning will comply with governmental advice [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](#)
- Ensuring their setting has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. They should also ensure that the filtering monitoring standards are understood and met.
- The effectiveness of the setting's ability to safeguarding learners in respect to filtering and monitoring, information security and access management alongside the above will be reviewed at least annually.
- The use of artificial intelligence to improve the care and education of children and learners. The academy is expected to follow the regulatory principles as detailed in [Ofsted's Approach to artificial intelligence 2024](#).

2.11 Police and Criminal Evidence Act (1984) – Code C

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence and the regulations around this. See Safeguarding Handbook.





Appendix A – Key Guidance for safeguarding issues.

- Excalibur Academies Trust Safeguarding Handbook
- Keeping children safe in education - GOV.UK (www.gov.uk)

Appendix B – Reporting concerns

- Reporting Concerns Flow Chart
- For wider local contacts use the following page:
<https://wiltshiresvpp.org.uk/p/how-to-report-a-concern>
- Neighboring Local Authority Contacts page:
<https://www.berkshirewestsafeguardingchildrenpartnership.org.uk/scp/west-berks/west-berkshire>