



# EBOR ACADEMY TRUST

Policy Number

4

Safeguarding and Child Protection Policy

**Approved By:** Ebor Academy Trust Board of Trustees

**Approval Date:** September 2021

**Review Period:** Annually

**Review Date:** September 2022

**Author:** *Rebecca McGuinn, (ESIT- Lead Safeguarding, behaviour & wellbeing)*

**Date Created/updated:** *September 2021*

**Version Number:** *4*

Audience:	Parents Academy staff and volunteers Local Governing Bodies Trustees Regional Boards Local Authorities
Other related policies:	Attendance; Behaviour; Code of Conduct; Disciplinary; E-safety; Health and Safety; Missing Pupils; Recruitment; Whistleblowing

At Ebor, our actions and our intentions as school leaders are guided by our values:

- Excellence** We recognise that all those who are part of Ebor, whether adult or child, will be supported to achieve excellence in all they do.
- Belonging** We act as one organisation and are responsible for supporting each other to achieve the best we can.
- Opportunity** We provide learning that is relevant, motivating and engaging that releases a child's curiosity and creativity. We provide career pathways for the adults in our origination so that everyone can achieve their aspirations and fulfil their potential.
- Respect** We acknowledge and celebrate that all people are different and can play a role in the Ebor family whatever their background or learning style. We celebrate the diversity within our localities and celebrate the unique characteristics within each setting.

**Contents:**

1.	Introduction .....	4
2.	Core Principles .....	4
3.	Statement of Intent .....	4
4.	Roles & responsibilities.....	5
POLICY PRINCIPLES IN DETAIL.....		6
5.	The role and responsibilities of the Designated Safeguarding Lead .....	6
6.	Induction and training .....	7
7.	Specific safeguarding issues .....	7
8.	Contextual safeguarding.....	8
9.	Processes, procedures, and inter-agency liaison.....	8
10.	Early Help.....	9
11.	Safer recruitment and the Single Central Record.....	10
12.	Teaching pupils to stay safe.....	10
13.	IMPLEMENTATION.....	11

## **POLICY OVERVIEW**

### **Overarching Principles**

#### **1. Introduction**

- 1.1 Due to the nature of its business, Ebor Academy Trust is fully committed to upholding the highest standards of safeguarding for the protection of children and vulnerable adults in its care. This commitment extends to all adults who work or volunteer within a school setting; including apprentices, whether they are directly employed by the Trust or being trained by it.
  
- 1.2 Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (2019) as: 'protecting children from maltreatment, preventing impairment of children's 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. Core Principles**

- 2.1 The Trust fully recognises its responsibility to safeguard and promote the welfare of all within the organisation, including vulnerable adults and those who are on programmes of study/training and/or apprenticeships in the Trust.
  
- 2.2 We recognise that academies and academy personnel are in a unique position in their care of children. As a training provider we also recognise our responsibility towards any vulnerable adult who works in or is engaged in training or volunteering.
  
- 2.3 It is the responsibility for all staff to safeguard pupils, and to be aware of vulnerable adults in order to promote their welfare.
  
- 2.4 All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to ensure effective levels of safeguarding and care are afforded to all of our pupils.

#### **3. Statement of Intent**

- 3.1 All the academies within the Ebor Academy Trust will adopt the inter-agency procedures for reporting concerns provided by the Safeguarding children's partnership (SCP) within each local authority locality.

3.2 All academies with Ebor Academy Trust place the role of safeguarding children as its overriding key priority. Staff in our schools understand that supporting children to feel safe, to articulate their wishes and feelings as well as learn in an environment that is free from any form of harassment or abuse is our number one aim.

#### 4. Roles & responsibilities

4.1 **Pupils will:** adhere to academy rules regarding conduct and safe behaviour; report anything that worries them to a trusted adult. Will be supported to learn more about issues that could impact on their personal safety or the safety and wellbeing of others.

4.2 **Parents/carers will:** work collaboratively with Trust staff to promote the safety of their children and of other pupils; support each academy to teach pupils about keeping safe by reinforcing key safety messages; report any safeguarding concerns regarding their own children or another pupil in the academy.

4.3 **The academy will:** ensure that all pupils have a safe learning environment and are taught about how to keep safe. We provide opportunities for all our staff to refresh their safeguarding knowledge every year. Supporting all adults who work with children in the academy to appropriately identify, respond, report and support any pupil at risk of harm. Our staff will also work collaboratively with parents and professional agencies to safeguard pupils. Through robust and thorough safeguarding systems, pupil mental health remains a top priority as does educating all of our children and young people in how to look after their own wellbeing and emotional health.

4.4 **Local Governing Bodies will:** adopt and be familiar with the policy developed by the local authority safeguarding board within their locality and ensure it is applied robustly throughout the academy; review it regularly (annually at a minimum) to ensure the effectiveness and rigor of safeguarding practice at our academy; appoint a Designated Safeguarding Governor; check the SCR each cycle, attend training with the Trust safeguarding lead.

4.5 **Ebor central services staff will:** know, understand and follow the safeguarding procedures for each academy within which they work; undertake relevant regular training and updates to ensure their skills and knowledge support them to meet their safeguarding responsibility; will monitor the 20% of Single Central Records and as a result disseminate learning outcomes; will monitor the induction process for all new staff.

4.6 **Ebor Trust Safeguarding Lead will:** advise and challenge academies and their staff and support them in deploying best practice to meet their statutory safeguarding

responsibilities; will liaise with each local authority safeguarding board and ensure each academy has adopted the Safeguarding and Child Protection procedures for their locality; will review practice through visiting the school, speaking to children and staff and reviewing the audit that the school are required to submit annually. The Trust lead will run regular networks for the DSL providing supervision and support as well as ensuring continuous improvement is made to the culture of safeguarding Trust wide.

- 4.7 **The Headteacher/Head of School will:** be responsible for the implementation of the Local Safeguarding Board Policy appropriate for their locality area; appoint the Designated (and deputy) Safeguarding Lead; ensure all staff receive the required training; monitor the SCR; take full responsibility for safeguarding in their setting; complete any annual LA safeguarding audit requirements
- 4.8 **The Trustee Board will:** will appoint a safeguarding trustee to oversee the Trust safeguarding strategy; ensure all academies have adopted the Locality Safeguarding policies; is aware of outcomes of safeguarding reviews and subsequent actions. The safeguarding trustee will meet with the safeguarding Trust lead every term.

## **POLICY PRINCIPLES IN DETAIL**

### **5. The role and responsibilities of the Designated Safeguarding Lead**

- 5.1 A senior member of staff from each academy's leadership team is to act as the Designated Safeguarding Lead (DSL) This person will coordinate all safeguarding and child protection procedures at the academy, and will take lead responsibility for this area, which will be specified in their job description.
- 5.2 The academy will also appoint one or more Deputy Designated Safeguarding Leads, who will be trained to the same level as the Lead, will have their Deputy DSL role included in their job description, and to whom activities may be delegated.
- 5.3 During school hours, the Designated Safeguarding Lead or their Deputy will be available to discuss any safeguarding concerns, either in person or, in exceptional circumstances, via phone or other modes of communication.
- 5.4 The Designated Safeguarding Lead and their Deputies will undergo suitable training including Prevent training, to equip them with the skills and knowledge required to undertake their role, which will be updated in accordance to the policy expectations of each local authority; their skills and knowledge will be refreshed at regular intervals, annually at a minimum.

- 5.5 The Designated Safeguarding Lead and their Deputies will ensure that all staff know and understand the safeguarding and child protection procedures at their academy, as well as working effectively with the local inter-agency procedures for assessment of early help needs and for referrals of suspected cases of abuse.
- 5.6 The Designated Safeguarding Lead is expected to oversee and manage all referrals of suspected abuse that are made to Social Care, Police, Channel, and other agencies, and will also support and liaise with any academy staff who have either been involved in making such referrals or who have concerns about a pupil which may subsequently require a referral.
- 5.7 The Designated Safeguarding Lead and their Deputies will maintain detailed and secure written or electronic records of any concerns and referrals, and all subsequent follow up actions/ communications. Records should be actioned and updated within 24 hours of the event taking place or in accordance with the requirements set out in the LSCB safeguarding policy.

## **6. Induction and training**

- 6.1 We will train all academy staff, trainees, apprentices and volunteers in line with their school 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 month after employment commences, and will be refreshed regularly, no less than annually, throughout the course of their work with our academy.

## **7. Specific safeguarding issues**

- 7.1 We recognise that adults working in our academies are in a unique position to recognise and respond to signs of abuse, and that these can take place and manifest in a variety of ways, including peer on peer.
- 7.2 Induction training and regular refresher sessions will equip staff and volunteers to understand the different types of abuse, including specific safeguarding issues such as Female Genital Mutilation and radicalisation, and support them to know how to respond to any concerns.
- 7.3 Each school will also deliver the relationship sex and health education curriculum, ensuring that children and young people are educated in ways in which they can keep themselves and others safe. This is a vital part of each school's safeguarding offer, and is a way in which children and young people can explore their thoughts, feelings and concerns. The Academy Trust recognises the importance of giving all of its children opportunities to speak out against abuse and maltreatment as well as to educate them safely and age appropriately in relation to risk.

- 7.4 The Academy Trust has implemented revised and rigorous procedures to ensure that any incidents of potential sexual abuse or harassment within the school setting is dealt with in line with any other serious safeguarding disclosure or allegation. Additional training and support is given to all of our DSL's to ensure that peer on peer abuse, online bullying, and other forms of harassment and sexualised behaviour remains a current area of professional development. (See further detail within the sexual abuse and harassment policy guidance)
- 7.5 The Academy Trust recognises the need to support children and young people emotionally as well as physically. Promoting positive mental health, and supporting pupils' emotional health remains a key strand of our safeguarding culture. Each school in the Trust adopts many different ways to promote and support pupil mental health and provide children and young people with different ways of reaching out for support.
- 7.6 The Academy Trust behaviour policy recognises the importance of dealing with any incidents that may have impaired a child's safety within the school setting with formal sanctions and restorative work. It is critical that this remains a victim led intervention and is something that would be supported through expert guidance from the Trust safeguarding lead.

## **8. Contextual safeguarding**

- 8.1 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.
- 8.2 Significant risks known to be prevalent in the area and community local to each academy will be detailed by each academy.
- 8.3 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.

## **9. Processes, procedures, and inter-agency liaison**

- 9.1 Each academy will follow the procedures set down by the local safeguarding partnership for responding to any possible signs of abuse, using the forms required by the Local safeguarding partnership. This will be explained to all staff and volunteers at induction. Training and refresher sessions will reinforce effective techniques for recording concerns, and will highlight the importance of accurate written records.



9.2 CPOMS: All Ebor schools are required to use the online, secure recording software which allows staff to record information in a central repository and have relevant people alerted immediately. All safeguarding concerns records, and any other documentation of a safeguarding nature, are held in CPOMS 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.

9.3 Pupil safeguarding records (CPOMS) will contain any relevant information and documentation related to the pupil's safety and welfare. Their contents will be logically organised, and will be prefaced by a chronology detailing the key events and information related to the case. Should the pupil leave the academy, a copy of their safeguarding file, separate to their main pupil file, will be transferred to the new school within 10 working days of the academy receiving confirmation of new school, from whom confirmation of receipt will be required.

## **10. Early Help**

- 10.1 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.
- 10.2 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. We 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.
- 10.3 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.
- 10.4 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 will liaise with parents and, with their permission, follow local Early Help Assessment guidelines in order to source the most appropriate support.

## **11. Safer recruitment and the Single Central Record**

- 11.1 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.
- 11.2 In line with expected practice for safer recruitment, a minimum of one member of academy staff will undertake training in 'Safer Recruitment', and will be present on any interview panel.
- 11.3 Our School Business Partner will maintain a Single Central Record, detailing the required and relevant recruitment and vetting checks undertaken on all school employees, apprentices, volunteers, Governors, agency workers and third-party staff. (See the single central record policy for more information)
- 11.4 Headteachers 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 arise. The designated governor will check the SCR every cycle and report that this has been done to the Local Governing Body meeting, also making a record of the check and any subsequent actions that arise.
- 11.5 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.

## **12. Teaching pupils to stay safe**

- 12.1 We recognise the importance of teaching our pupils how to stay safe, and that opportunities to do so form an integral part of a broad and balanced curriculum.
- 12.2 Learning opportunities will take the form of: PSHE lessons, Computing lessons, Sex and Relationships education, assemblies, restorative circle time, class/form time, and visiting speakers, as well as smaller group and focussed intervention for particular vulnerable pupils as needed.
- 12.3 The ethos of our school and its curriculum will support the promotion of British Values, which is known to build resilience to exploitation and radicalisation.
- 12.4 We will model and teach safe behaviour and appropriate language (including how to stay safe online), and will promote a culture of safety within our

academy where everyone's opinion is valued and everyone has someone safe to whom they can turn.

- 12.5 The risks and dangers that children and young people are exposed to outside of the school ground via social media, the local community, online bullying, criminal and sexual exploitation are all areas of risk that school staff are trained to identify and support children in keeping themselves safe. Personal safety and how to access help and support remain a key part of the relationship, sex and health education delivery.
- 12.6 We will actively collect feedback from our pupils, and will regularly engage with Pupil Voice to seek the views of pupils on their experiences of feeling safe at our academy and within their communities.

### **13. Implementation**

- 13.1 This policy applies to all adults involved with our academies, including paid staff, volunteers, visitors, those in training (apprentices, ITT) and Governors. This, together with the LSCB Safeguarding policy for each locality will be publically available on each academy website. 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.
- 13.2 At the beginning of the academic year all academy staff and volunteers, including Governors, are required to familiarise themselves with the local safeguarding partnership policy and procedures, together with Part 1 and Annex A of Keeping Children Safe in Education (2021). All staff will be required to sign a confirmation that they have read and understood these documents, and that they agree to abide by their contents.
- 13.3 Any new staff who join the Trust subsequent to the annual policy issue will receive a specific safeguarding induction, where the LSCB policy, plus our academy's Code of Conduct, Whistleblowing policy, behaviour policy, e-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 (2021) will be shared and discussed. These staff will also be required to sign a confirmation that they have received, read and understood these documents, and that they agree to abide by their contents.
- 13.4 This policy, the roles and responsibilities will be reviewed annually to ensure all children and any vulnerable adults working or volunteering in our academy trust are safe and their welfare promoted.