EBOR ACADEMY TRUST

Policy Number

4

Safeguarding and Child Protection Policy

Approved By: Ebor Academy Trust Board of Trustees

Approval Date: September 2022

Review Period: Annually

Review Date: September 2023

Author: *Rebecca McGuinn, (Safeguarding, Behaviour and Wellbeing Lead)*
Date Created/updated: *September 2022*
Version Number: *5*

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 Academy Trust, 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 organisation 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 5
4. Roles and responsibilities 5
5. The role and responsibilities of the Designated Safeguarding Lead (DSL) 7
6. The Designated Teacher 8
7. Induction and training for all staff, volunteers governors and trustees 8
8. Contextual Safeguarding 8
9. Children potentially at greater risk of harm 9
10. Children missing from education 10
11. Elective Home Education (EHE) 10
12. Children requiring mental health support 10
13. Looked after children and previously looked after children 11
14. Children with Special Educational Needs or Disabilities (SEND) or certain health issues 11
15. Children who are lesbian, gay, bisexual , or transgender (LGBT) 11
16. Opportunities to teach safeguarding and promote pupil voice 12
17. Early Help 13
18. Online Safety 13
19. Use of Mobile/Smart Technology Policy and Remote Working 14
20. Information Security, Filters, Access and Monitoring 14
21. The use of 'reasonable force' 14
22. Processes, procedures for referrals and record keeping 15
23. Alternative provision 15
24. Use of school or college premises for non-school/college activities 15
25. Safer recruitment and the Single Central Record 16
26. Managing allegations 16
27. Policy References 17

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 (2022) 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.'

Legal Framework

This policy has due regard to statutory legislation and relevant guidance including, but not limited to:

The Education Act (2002)
Keeping Children Safe in Education (2022)
Working Together to Safeguard Children (2018)
What to do if you are worried about a child (2015)
Information sharing: Advice for practitioners (2018)
Guidance for safer working practice for adults who work with children and young people in education settings (2019)
Human Rights Act (1998)
Equality Act (2010) & Public Sector Equality Duty
The Data Protection Act (2018)
Serious Crime Act (2015)
Teaching online safety in school (2018)
Prevent Duty (2015)
Sexual Offences Act 2003 Preventing youth violence and gang involvement (2013)
Criminal exploitation of children and vulnerable adults: county lines guidance (2018)

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 schools and Trust 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 schools within 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 area.

3.2. All schools 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.

3.3. This policy should be read in conjunction with 'Keeping Children Safe in Education' (September 2022), which is statutory guidance to be read and followed by schools and colleges, and alongside 'Working Together to Safeguard Children' (March 2018), a guide to inter-agency working to safeguard and promote the welfare of children.

These documents are available via the following links:
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
Furthermore, school leaders will follow the procedures set out by the local safeguarding partnership in the areas in which the schools are situated.

4. Roles and responsibilities

4.1 **Pupils will:** adhere to school rules regarding conduct and safe behaviour and report anything that worries them to a trusted adult. Pupils will be supported to learn more about issues that could impact on their personal safety or the safety and wellbeing of others.**Parents/carers will:** work collaboratively with Trust staff to promote the safety of their children and of other pupils; support each school to teach pupils about keeping safe by reinforcing key safety messages; report any safeguarding concerns regarding their own children or another pupil in the Trust. Parents/carers will treat staff with respect and courtesy at all times.

4.2 **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 school; review it regularly (annually at a minimum) to ensure the effectiveness and rigour of safeguarding practice; appoint a Designated Safeguarding Governor; check the SCR each term, complete annual safeguarding update training.

4.3 **Each member of staff** within the school and Trust will: ensure they are following the safeguarding policy, remain vigilant for any potential signs of risk, harm or mistreatment that a child may be exposed to. They will always act in line with the staff code of conduct and provide a high level of professional care guidance and support for every child that they come into contact with. As a member of staff working within our schools they will also ensure they provide a professional and high level of service to all parents and carers who attend the school.

4.4 **Ebor central support staff will:** know, understand and follow the safeguarding procedures for each school within which they work; undertake relevant regular training and updates to ensure their skills and knowledge support them to meet their safeguarding responsibility;

HR will monitor the Single Central Records of all schools and as a result disseminate learning outcomes. HR will also monitor the induction process for all new staff.

4.5 **The Headteacher:** will be responsible for the implementation of the Policy and reporting procedures 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 the Trust safeguarding audit annual and comply with any local authority audit requirements.

4.6 **The Trustee Board will:** will appoint a safeguarding trustee to oversee the Trust safeguarding strategy; ensure all schools have adopted the Locality Safeguarding reporting procedures; is aware of outcomes of safeguarding reviews and subsequent actions. The safeguarding trustee will meet with the safeguarding Trust lead every term.

4.7 **Ebor Trust Safeguarding Lead will:** advise and support each school in ensuring they are fully compliant with all policy and legislation. They will monitor and review practice as part of quality assurance. The lead will support the schools and their staff in deploying best practice to meet their statutory safeguarding responsibilities; will liaise with each local authority safeguarding partnership and ensure each school 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. Where children are requiring additional services and schools feel local authorities are not responding appropriately, additional escalations and formal objections may be sought.

POLICY PRINCIPLES

5. The role and responsibilities of the Designated Safeguarding Lead (DSL)

5.1 A senior member of staff from each school's leadership team is to act as the Designated Safeguarding Lead (DSL) This person will coordinate all safeguarding and child protection procedures at the achool, and will take lead responsibility for this area, which will be specified in their job description.

5.2 The school 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 via the phone.

5.4 The Designated Safeguarding Lead and their Deputies will undergo suitable training including an advanced level of safeguarding management training, Prevent training, and other specialist contextual safeguarding training that is required to equip them with the skills and knowledge required to successfully undertake their role. This will be updated in accordance with 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 school, 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 school or Trust 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 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.

5.8 The Designated Safeguarding Lead will continuously promote a culture of excellence when it comes to pupils' safety and wellbeing, ensuring that the school embraces the importance of early identification of need or risk. They will signpost families to early help services and will be key partners in the delivery of early intervention and prevention. The safeguarding lead will link in with other agencies and professionals to always seek the best possible pathway of support for a child or family.

5.9 The Designated Safeguarding Lead is responsible for providing regular updates to staff so as to maintain a rigorous and proactive culture of safeguarding. Promoting to all adults that they have a duty and responsibility to protect and prevent children being exposed to harm or maltreatment.

5.10 The Designated Safeguarding Lead will promote an 'it could happen here' culture through regular reflection and awareness of the contextual risks of the local community.

5.11 The Designated Safeguarding Lead will regularly complete file audits and work in partnership with the Trust Safeguarding Lead in ensuring that the school has full compliance with this policy.

5.12 Where the designated lead feels that children's services are not responding timely or appropriately to a referral they will seek the involvement of the Trust Safeguarding Lead ensuring that routes of escalation and additional support is accessed in order to protect the child in the best way possible.

6. The Designated Teacher

6.1 All schools within the Trust have an appointed designated teacher who works with the Local Authority to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has the appropriate training and the relevant qualifications and experience.

6.2 The Designated Teacher works with the Virtual School Head, who manages pupil premium plus for looked after children. The designated teacher works with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school to meet the needs identified in the child's personal education plan. The designated teacher works with the virtual school head to promote the educational achievement of previously looked after children.

7. Induction and training for all staff, volunteers governors and trustees

7.1. We will train all trust and school 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 Trust.

7.2. All staff working in schools will access annual training via the Designated Safeguarding Lead to ensure they have an awareness of important contextual risks and practice.

7.3. All staff, volunteers, governors and trustees will access an annual update to be aware of key changes as per department for education guidance and Keeping Children Safe in Education updates.

7.4. Everybody working at our school understands their safeguarding responsibilities. Staff read at least Part one and Part five of KCSIE 2022. Staff confirm that they have received, read and understood the school safeguarding policies and procedures and these records are maintained on our single central record.

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 school.

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.

8.4 We recognise that adults working in our schools are in a unique position to recognise and respond to signs of abuse and maltreatment, and that these can take place and manifest in a variety of ways, including child on child harm.

8.5 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 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.

8.6 The 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 DSLs to ensure that child on child harm, 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 guidance for staff).

8.7 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.

8.8 The 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 and specialist guidance from the Trust Safeguarding Lead.

8.9 Where there may be a child in the school who is known to abscond or try to run out of the school building and off the premises, an immediate and responsive risk assessment is implemented. Where a child is known to be a flight risk a specific behaviour plan would be adopted. Where the risk appears as an unplanned unexpected occurrence the school would always inform the police if the child leaves the premises. In these eventualities due care would always be taken not to exacerbate or escalate the risk of the child becoming more agitated.

9. Children potentially at greater risk of harm

9.1 We understand that whilst all children should be protected, we also recognise that some groups of children are potentially at greater risk of harm, for example children who need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and

trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

9.2 The Local Authority will share the fact a child has a social worker, and the DSL will hold and use this information to make decisions in the best interests of the child's safety, welfare and educational outcomes.

9.3 Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

9.4 Where a child is living in a home that is subject to Domestic Abuse there is a clear level of understanding that this kind of trauma can have a detrimental impact on a child's health, wellbeing and development. All staff are trained to respond to children who are living in households where this kind of abuse is ongoing.

10. Children missing from education

10.1 We understand that children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation – particularly county lines. We will respond to children missing from education, support identifying such abuse and also help prevent the risk of them going missing 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, where going missing from education may increase known safeguarding risks within the family or in the community.

11. Elective Home Education (EHE)

11.1 We recognise that many home educated children have an overwhelmingly positive learning experience and expect the parents' decision to home educate be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

11.2 We will inform the Local Authority of all deletions from their admission register when a child is taken off roll and will work with key professionals to coordinate a meeting with parents/carers where possible. Ideally, this will be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker and/or is otherwise vulnerable.

12. Children requiring mental health support

12.1 We recognise that the school has an important role to play in supporting the mental health and wellbeing of their pupils and recognise that 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;

12.2 We will ensure that clear systems and processes are in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems and there is an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of our pupils: and

12.3 All of our schools have a named senior mental health lead, they are supported in their role and have access to senior mental health leads' training.

13. Looked after children and previously looked after children

13.1 We will ensure that staff have the skills, knowledge and understanding to keep looked after children safe and they understand that the most common reason for children becoming looked after is as a result of abuse and/or neglect. We will ensure that staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. Staff also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL has the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

13.2 Staff are aware that a previously looked after child potentially remains vulnerable and have the skills, knowledge and understanding to keep previously looked after children safe.

14. Children with Special Educational Needs or Disabilities (SEND) or certain health issues

14.1 Ebor Academy Trust ensures that the Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. These can include:

a. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
b. These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
c. The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;

d. Communication barriers and difficulties in managing or reporting these challenges; and
e. Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in the school or the consequences of doing so.

14.2 There will be close liaison between the DSL and the Special educational needs coordinator where there are any reports of abuse involving children with SEND.

15. Children who are lesbian, gay, bisexual , or transgender (LGBT)

15.1 All schools within our Trust understand the fact that a child or a young person who may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be

targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

15.2 We understand that the risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

15.3 LGBT inclusion is part of our statutory Relationships, Sex and Health Education curriculum.

16. Opportunities to teach safeguarding and promote pupil voice

16.1 All schools within the Trust will teach about safeguarding, including online safety, and it is recognised that effective education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

16.2 Safeguarding will be considered as part of providing a broad and balanced curriculum, including covering relevant issues for schools through Relationships, Sex and Health Education.

16.3 We recognise that school plays a crucial role in preventative education, in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

16.4 We have a clear set of values and standards, these are upheld and demonstrated throughout all aspects of school life. They are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based PSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities)

16.5 Promoting a whole school culture around safeguarding is crucial in all of our schools. Using times such as collective worship and whole school assemblies to educate on particular themes that are relevant to each context and community.

16.6 The DSL and Deputies encourage a culture of listening to children and taking account of their wishes and feelings among all staff and in any measures that we may put in place to protect them.

16.7 The DSL and Deputies understand the difficulties children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication, for example, where children may not feel ready or know how to tell someone they are being abused, exploited or neglected and/or where they may not recognise their experiences as harmful.

16.8 Where we invite external organisations and/or visitors to enrich our safeguarding curriculum, we ensure that we review the educational value and age appropriateness of what they will deliver.

16.9 Our programme tackles the following issues (at an age appropriate stage):

a. healthy and respectful relationships
b. boundaries and consent
c. stereotyping, prejudice and equality
d. body confidence and self-esteem
e. how to recognise an abusive relationship, including coercive and controlling behaviour
f. the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
g. what constitutes sexual harassment and sexual violence and why these are always unacceptable.

17. Early Help

17.1 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.

17.2 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.

17.3 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.

17.4 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.

18. Online Safety

18.1 We understand that it is essential that children are safeguarded from harmful online content and wider online harms and take a whole school approach that protects, empowers and educates pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

18.2 We ensure that pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum including the DfE's 'Teaching online safety in school (June 2018), Harmful online challenges and online hoaxes (2021) and UKCIS 'Education for a connected world' (Feb, 2018) and the four areas of risk in Keeping Children Safe in Education: content, contact, conduct and commerce.

18.3 School leaders will work with parents to build an understanding of the shared responsibilities between parent responsibilities to educate and support their child and of the academy's responsibilities to ensure the welfare of all children, including the need for

referrals to other agencies in some situations and the way in which we both filter and monitor online content on academy devices.

19. Use of Mobile/Smart Technology Policy and Remote Working

19.1 All of our schools have a clear policy on the use of mobile and smart technology. We understand that access means some children, whilst at school, sexually harass their peers via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. We carefully consider how this is managed on our premises and reflect this in our ICT policy and our child protection policy.

19.2 Where children are being asked to learn online at home the school will use the information provided by DfE, NSPCC and PSHE Association to do so safely.

19.3 Our regular communications with parents and carers will be used to reinforce the importance of children being safe online and we will help them understand what systems school is using to filter and monitor online use. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

20. Information Security, Filters, Access and Monitoring

20.1 All schools within the Trust have appropriate filters and monitoring to reasonably limit exposure to risks from the school's IT system. In applying appropriate controls our schools consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs vs safeguarding risks.

20.2 The appropriateness of any filters and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty.

20.3 The Trust understands that whilst it is essential that they ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

20.4 Each school will apply the appropriate level of security protection and procedures in place, in order to safeguard our systems, staff and children. These arrangements will be reviewed periodically to ensure their effectiveness and to keep up-to-date with evolving cyber-crime technologies:

20.5 Every school as part of their safeguarding audit will review online safety and consider any new risks that need to be managed and assessed.

21. The use of 'reasonable force'

21.1 We are aware that there are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. 'Reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

21.2 The school does not have a 'no contact' policy as this can leave staff unable to fully support and protect their pupils and students. The school adopts policies, which allow and support the staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

21.3 We understand the risks presented by incidents involving children with Special Educational Needs or Disabilities (SEND), mental health or with medical conditions and recognise the additional vulnerability of these groups. We consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty and makes reasonable adjustments, and by planning positive and proactive behaviour support, seeks to reduce the occurrence of challenging behaviour and the need to use reasonable force.

22. Processes, procedures for referrals and record keeping

22.1 Each school 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.

22.2 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 altered 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.

22.3 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 school, a copy of their safeguarding file, separate to their main pupil file, will be transferred to the new school within 10 working days of receiving confirmation of new school, from whom confirmation of receipt will be required.

23. Alternative provision

23.1 Ebor Academy Trust recognises that children in Alternative Provision often have complex needs and are aware of the additional risk of harm that their pupils may be vulnerable to. We will have regard for DfE statutory guidance for commissioners of Alternative Provision.

24. Use of school or college premises for non-school/college activities

24.1 Where we hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe; and

24.2 When services or activities are provided by the school, under the direct supervision or management of our school staff, our arrangements for child protection will apply. However, where services or activities are provided separately by another body, we will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. We will apply this regardless of whether or not the children who attend any of these services or activities are children on our school roll or attend our college. We will ensure that safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this will lead to termination of the agreement.

25. Safer recruitment and the Single Central Record

25.1 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 school environment by preventing unsafe adults from having access to it.

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

25.3 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)

25.4 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 term 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.

25.5 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.

25.6 As per our safer recruitment policy we will carry out additional checks for all shortlisted candidates in relation to their social media platforms. Paying close attention to any material that may contravene our safeguarding standards, policy and practice.

26. Managing allegations

26.1 In Keeping Children Safe in Education (September 2022 part four) it clearly outlines the expectations for schools in relation to managing allegations against staff, volunteers including supply staff. The Trust expects all of its schools to comply with this guidance. Any adult working within one of our schools who has a concern about another adult must report their concerns in line with the allegations policy. If the concern is about the Headteacher this must be reported to an Executive Headteacher.

26.2 The Designated Safeguarding Lead (DSL) must consult with the Safeguarding Lead in the Trust if they have any concerns that meet the harm threshold. The Trust Lead will consider if advice or a referral is needed via the Local Authority Designated Officer (LADO)

26.3 All staff working within our Trust schools must be familiar with the procedures for raising concerns about a member of staff or their practice. (See allegations against staff policy for further information)

26.4 Where a member of staff has a low level concern, they must feel able to report this to the Headteacher where this concern will be recorded and responded to in line with the policy.

26.5 All staff receive annual training in relation to safer working practice, and it is an expectation that all Trust staff will conduct themselves with high levels of professionalism at all times. Where a member of staff is in breach of the code of conduct or could be putting the Trust or its schools into disrepute this may be subject to disciplinary procedures.

27. Policy References

- The Education Act 2002 (sections 157 / 175)
- Section 157 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 applies to the proprietors of independent schools, including academies and city technology colleges
- Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 applies to local education authorities and the governors of maintained schools and Further Education Colleges
- North Yorkshire Safeguarding Children Partnership (NYSCP) Safeguarding Procedures and Practice Guidance
- *Working Together To Safeguard Children* HM Government 2018
- *Keeping Children Safe in Education* (KCSIE) DfE 2022
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies.
- *What To Do If You Are Worried A Child is Being Abused* 2015
- Recommendations from national and local Serious Case Reviews

Statutory framework for the early years foundation stage (publishing.service.gov.uk)

- *Sexual Violence and sexual harassment between children in schools and colleges DfE 2021*
- *DfE guidance relating to COVID19 https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers*
- *Sections 26 & 29 of the Counter Terrorism Act 2015*
- *Sections 1 and 5B of the Female Genital Mutilation Act 2003 & Section 70 of the Serious Crime Act 2015*
- *Section 3 of the Domestic Abuse Act 2021*
- SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)