Safeguarding and Child Protection Policy

Document Control

Date	Revision amendment details	By whom
2012-2018	Revisions various	Trustees
Sept 2018	Review and approval by Ops group	Ops Group
Sept 2018	Adopted by TEFAT Board	Trustees
Sept 2019	Revisions following statutory updates	Caroline Oliver
Sept 2020	Revisions following statutory updates	Caroline Oliver
Sept 2021	Proposed date for review subject to statutory update as required	Caroline Oliver

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Related policies and documents

- [Keeping Children Safe In Education, (KCSIE)](#) September 2020
- [Working Together to Safeguard Children,](#) July 2018
- [Departmental advice COVID-19: safeguarding in schools, colleges and other providers](#)
- [Guidance for Safer Working Practices (updated during Covid-19 April 2020)](#)
- [What to do if you are worried a child is being abused - Advice for practitioners,](#) March 2015
- [When to Call the Police, Guidance for Schools and Colleges](#) - NPCC, 2020
- [Indicators of abuse - NSPCC](#)
- [Teaching Online Safety in School](#) - DfE June 2019 to be read in conjunction with:
- [Education for a Connected World Framework](#) - UKCIS, 2018
- [How academies should support the spiritual, moral, social and cultural (SMSC) development of pupils,](#) November 2014.
- [Preventing extremism in the education and children's services sectors,](#) September 2015.
- [Prevent Duty Guidance July 2015](#)
- [Sexual violence and sexual harassment between children in schools and colleges,](#) May 2018
- [The Prevent duty,](#) June 2015
- [The use of social media for online radicalisation,](#) July 2015
- [Use of Reasonable Force in schools,](#) July 2015
- [Reducing the need for restraint and restrictive intervention](#) - HMGovt., June 2019
- [Trust related policies including: Whistleblowing, Allegations Against A Staff Member, IT and Internet Acceptable Use and Online Safety](#)
- [Relationships, sex and health education, guides for schools](#) DfE, June 2019
- [School Inspection Handbook,](#) updated Sept 2019
- [Inspecting Safeguarding in Early Years, Education and Skills,](#) Sept 2019

Definitions

- Where the word 'Trust' is used in this document it refers to The Elliot Foundation Academies Trust, the responsible body
- Where the word 'Principal' is used it refers to the school leader of an individual academy and/or federated academy within the Trust.
- Where appropriate an individual school will make available details of the locally owned procedures and practices to support the implementation of Trust policies.

Elliot Foundation Academies Trust Vision and Values

Mission

The Elliot Foundation was created as a safe place for children and staff where all are nurtured to achieve beyond even their own expectations. Our motto, "Where children believe they can because teachers know they can" reflects our conviction that raising expectations for all children and staff is at the heart of a successful and inclusive society.

Values

1. Put children first
   a. We trust and value your professionalism
   b. We share the responsibility for the learning and welfare of all of our children
   c. Our purpose is to improve the lives of children

2. Be safe
   a. Don't assume that someone else will do it
   b. Look after yourself, your colleagues and all children
   c. We are all responsible for each other's safety and well being
   d. Discuss any concerns with an appropriate member of staff

3. Be kind & respect all
   a. People are allowed to be different as are you
   b. Kindness creates the positive environment we all need to flourish
   c. This kindness should extend to ourselves as well as to others

4. Be open
   a. If you can see a better way, suggest it
   b. If someone else suggests a better way to you, consider it
   c. We exist to nurture innovators and support those who take informed risks in the interests of children

5. Forgive
   a. We all make mistakes
   b. Admit them, learn from them and move on

6. Make a difference
   a. Making the world a better place starts with you
   b. Model the behaviour that you would like to see from others

1. Policy statement and objectives

1.1.   The Trust and its constituent academies fully recognise our legal responsibilities for safeguarding children and child protection, as set out in the policy legal framework above. Safeguarding is paramount and we will always act in the best interests of the child. We aim to create and maintain a culture of vigilance.

1.2.   We are committed to safeguarding children and young people and we expect everyone who works in our academies to share this commitment. All adults take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

1.3.   Safeguarding and promoting the welfare of children is defined in 'Keeping Children Safe in Education' (KCSIE) September 2020 as:
   - Protecting children from maltreatment;
   - 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 children to have the best outcomes.

1.4.   The objectives of the policy are to:
   - Ensure that all Trust staff are fully acquainted with the legal framework for safeguarding and child protection
   - Provide a framework for academies to develop and implement their safeguarding and child protection procedures in accordance with this policy
   - Ensure that there are effective procedures in place to deal with safeguarding and child protection issues which arise
   - Assist staff to work safely and responsibly and to monitor their own standards and practices
   - To set out responsibilities of various stakeholders
   - Support the Trust's overall aim to create and maintain a safe learning environment where all children and adults feel safe and valued and know they will be listened to and taken seriously

1.5.   The Department for Education has issued guidance on the reopening of schools for September 2020 with reference to safeguarding considerations here. Additional Covid-19 TEFAT guidance has been made available for all academies aligned to DfE guidance in response to the pandemic, providing guidance on online safety and safe and well checks. From September 2020 schools must continue to have regard to KCSIE, the statutory safeguarding guidance.

2. Scope and principles

2.1. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 alongside the legislation and statutory guidance listed in 'Related policies and documents' above.

2.2. The DfE has issued safeguarding principles for schools and other organisations who work with children. Statutory guidance is issued by law; academies must follow it. If academy staff believe there is any reason not to follow any aspect of this guidance they should immediately contact the Designated Officer for the local authority (formally known as Local Authority Designated Officer/LADO) and the Trust Head Office.

2.3. Principles underpinning the aims:
- The welfare of the child is paramount; children must be listened to
- It is the responsibility of all adults who work with children to safeguard and promote the welfare of children and to take action where children are at risk from harm
- Safeguarding goes beyond implementing basic child protection procedures, it is an integral part of all activities and functions of the Trust
- Staff are responsible for their own actions and behaviour and should avoid any conduct which might lead any reasonable person to question their motivation and intentions
- The same professional standards should be applied regardless of culture, gender, language, disability, racial origin, religious belief and/or sexual identity
- Academies and staff should continually monitor and review their practice in the light of this policy, taking particular care to ensure that all areas are addressed

3. Staffing and Strategic Responsibilities

3.1. The overall responsibility for the approval of this policy sits with the Board of Trustees. However, the day to day operational management and implementation of the policy and locally owned academy child protection and safeguarding policies are the responsibility of the Principal

3.2. Safeguarding vigilance and promoting the welfare of children is everyone's responsibility. Everyone who works with children and their families must ensure their approach is child-centred and they should consider, at all times, what is in the best interests of the child

3.3. It is recommended that each academy must have their own locally owned safeguarding and child protection policy to reflect local procedures and protocols

3.4. The 2020 Keeping Children Safe in Education guidance refers to the 'Designated Safeguarding Lead'. The guidance sets out the expectations and scope of the role.

3.5. The Principal must ensure that:
- There are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSIE
- They maintain Designated Safeguard Lead (DSL) training her/himself; the DSLs must have appropriate DSL training at least every 2 years including: safer recruitment, preventing terrorism, specific issues such as FGM and CSE, online safety and SEND training
- All adults (including supply staff, visitors and volunteers) have an understanding of Trust and academy policies and procedures relating to the safety and wellbeing of children including guidance listed in 'Related documents and policies' above
- All staff and volunteers know further guidance relating to raising concerns can be found in the Trust Whistleblowing Policy
- There is appropriate induction and training for all staff for safeguarding to ensure all staff have the knowledge, skills and understanding to keep children safe including vulnerable pupils such as those previously looked after and SEND
- All staff will receive refresher safeguarding training annually and full training at least every two years utilising DSL/s and the Trust Flick Learning online tool, keeping a local record of training undertaken, personnel and dates completed
- Maintain accredited Safer Recruitment training and have a valid certificate to confirm this
- Safer Recruitment training is available to all relevant adults who are involved in the recruitment process
- Safer recruitment practices are adhered to and monitored regularly when appointing new staff, volunteers and authorising visitors to the academy
- Once staff have been appointed (or volunteers vetted) the academy enters details onto the academy's Single Central Record (SCR) immediately to ensure that the SCR is up to date using the Trust SCR template and ensuring compliance with statutory guidance
- The SCR is regularly monitored and checked for compliance
- The academy has a minimum of three named staff members trained as a DSLs for Child Protection, with one as a named 'Lead DSL', one as a named 'Deputy DSL', a lead should be identified for looked after and previously looked after children, a Prevent Lead and an Online Safety Lead should also be identified. The Lead DSL roles for safeguarding and Deputy DSL role should be explicit in the postholder's job description
- The academy always has at least one DSL on site (if this is not possible the DSL must be contactable by phone or hangout) and all staff and

parents/carers should know who the DSLs in the academy are and should know that they are the referral route for any concerns

- They and the DSLs are all familiar with the local procedures and referral routes governed by Local Authority Safeguarding Partnerships previously known as Local Safeguarding Children's Board (LSCB)
- The academy has their own behaviour policy, local safeguarding policy and safeguarding response to children missing education. The policy should identify the DSL and Deputy/ies as well as their role
- The DSL prepares and publishes academy referral procedures for reporting and dealing with safeguarding and child protection issues in line with this policy
- Appropriate structures are in place to support DSLs in terms of time and resources to fulfil their role and personal welfare support regarding their role in dealing with traumatic incidents and to maintain their own wellbeing
- All adults promote and support positive health, wellbeing, positive relationships, emotional and mental health among young people
- They hold at least two, ideally three, up to date emergency contact numbers for pupils
- All children have access to an appropriate curriculum, differentiated to meet their needs including the statutory curriculum 'Relationships education, relationships and sex education (RSE) and health education (DfE, 2019)'
- Pupils are taught about safeguarding, including online, through various teaching and learning opportunities,as part of providing a broad and balanced curriculum
- Children are taught to recognise when they are at risk and how to get help when they need it
- Alternative provision providers meet the needs of the pupil/s and obtain written confirmation that appropriate safeguarding checks have been carried out on staff working at the provision
- Staff are familiar with and effectively use the Trust MIS systems named 'My Concern' and 'eSafe' for monitoring and reviewing safeguarding
- Processes are in place to identify children who may benefit from early help and ensure effective information sharing with external agencies
- The risks and issues in the wider community are considered with regards to the the well-being and safety of its pupils
- Support staff to consider the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare (contextual safeguarding)
- They report to TEFAT annually through the self evaluation audit on the working of the policy and procedures in the academy
- They promptly deal with allegations of abuse in accordance with procedures agreed by the Trust policy and locally owned policy
- They promptly deal with allegations against adults in line with the Trust's Statement for Dealing with Allegations Against a Member of Staff and Safeguarding Partnerships guidance which may include a referral to the Designated Officer for the local authority

3.6.   The Trust will:
- Monitor academy statutory safeguarding compliance through:
  - the academy Single Central Record (SCR)
  - the Trust annual self and peer Safeguarding Audit
  - regular national and regional Safeguarding Special Interest Group (SIG) meetings and training
  - regular analysis of My Concern referral MIS and eSafe online monitoring software
  - regular on site monitoring visits
  - quality assurance through Trust escalation where appropriate
  - provide ongoing support and quality assurance for online MIS
- Broker and monitor the effectiveness of support for any aspects identified
- Agree and monitor the safeguarding SIG national and regional training programme to support DSLs across the Trust
- Support the Principal, the Lead and Deputy DSL regarding escalation of child protection/safeguarding child issues
- Report as appropriate any concerns regarding Principals to the LADO for the specified region
- Ensure all Head Office staff and Trustees have relevant training and guidance relating to Safeguarding and Child Protection
- Provide clear guidance on and regularly monitor the completion of statutory checks on the suitability of adults to work in school
- Provide safer recruitment training and support to school leaders to ensure adherence to safer recruitment practices
- Centrally fund and procure MIS systems to support the effective monitoring of online safety, ensure consistency and quality of referrals and to ensure safeguarding training reflects regional and national concerns

3.7.   The Designated Safeguarding Lead is responsible for:
- Ensuring their DSL statutory training is up to date every two years and their knowledge and skills are refreshed at regular intervals relating to safeguarding issues such as: county lines, FGM, online safety etc
- Ensuring staff receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- Acting as the first point of contact for concerns and advice relating to keeping children safe
- Preparing and publishing academy referral procedures for reporting and dealing with safeguarding and child protection issues in line with this policy
- Ensuring that all cases of suspected child abuse or safeguarding issues are investigated and dealt with in line with policy
- Ensure all concerns are referred to local multi agency safeguarding contacts and these are recorded appropriately including response and potential challenge of decisions made
- Ensuring that all staff have read and are familiar with statutory guidance, particularly Keeping Children Safe in Education, 2020 part one, maintain a list of staff who have signed to confirm they have read it and understand their role and responsibilities as set out in part one

- Ensuring that staff have an understanding of child abuse and its main indicators, as well as broader safeguarding issues
- Ensuring that all staff dealing with child protection and safeguarding incidents have suitable support to maintain their own wellbeing
- Advising staff and volunteers on academy referral procedures and their own safeguarding and child protection responsibilities
- Ensuring all new staff have a full safeguarding induction prior to the commencement of their role
- Ensuring that effective communication and liaison takes place between the academy and the Designated Officer for the local authority and Safeguarding Partnerships and any other relevant agencies
- Ensuring that correct and confidential reporting and recording systems are in place and child protection records are transferred appropriately to new establishments in line with guidance
- Being aware of pupils who have additional vulnerabilities such as: those children who have a social worker, are looked after or previously looked after or have SEND
- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and leaders
- Consulting with the Principal on the provision of an appropriate training programme for staff, and for logging staff attendance and dates
- Being aware of the latest national, Trust and local guidance and requirements and keeping the Principal and staff informed as appropriate
- Completing the Trust self Safeguarding Audit annually and for taking part in peer to peer safeguarding audits across the Trust
- Ensuring all staff use the Trust online My Concern recording system appropriately
- Ensuring responses to concerns raised by eSafe are in line with local and Trust policy

3.8. The named DSL for the Trust is Caroline Oliver, Regional Director for East Anglia. The Deputy DSL is Travis Latham, Senior Regional Director for West Midlands. The named Trustee for safeguarding is Sue Nath.

3.9. The Trust staff (including supply teachers and other visiting staff and those supporting educational visits) will be informed of the DSL's and Deputy DSL's name(s) and the academy's procedures for the safeguarding of children. They must:
- Have a responsibility to provide a safe environment in which children can learn
- Be aware of the Trust and local systems and policies and procedures in their school relating to safeguarding and promoting the wellbeing of children and adults which support safeguarding including:
  - Child protection policy
  - Behaviour policy
  - TEFAT values

- Safeguarding response to children who go missing from education
- The role of the DSL and deputies

- Read, understand and discharge their role and responsibilities as set out in Keeping Children Safe, September 2020 part one and should sign a declaration to confirm this
- Be alert to the signs of harm and abuse
- Report any concerns regarding children as soon as possible to the DSL
- Make a referral to the local authority safeguarding team (MASH) themselves if the academy DSL/s are not available
- Have regard to their personal conduct and conform to the standards expected by the academy as set out in this policy
- Self-declare that they are not Disqualified under the Childcare Act 2006
- Self-declare if they are aware of any incidents that may impact on their suitability for their role such as criminal activity
- Inform the Principal (or the Trust DSLs or HR Director in the case of the Principal) where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school
- Inform the academy immediately if their circumstances change in relation to the above
- Report concerns/allegations against teachers and other staff to the Principal who must immediately report these to the Trust DSLs or the HR Director
- Report concerns/allegations against the Principal directly to Caroline Oliver (DSL) or Travis Latham (Deputy DSL) at the Trust or HR Director and the Designated Officer for the local authority
- Refer to the Trust Whistleblowing Policy for further guidance when raising concerns confidentially
- Read all relevant national guidance available through this policy and externally
- Read and follow the individual academy's referral procedures and any associated documentation which must be made available for staff reference
- Complete refresher safeguarding training annually and full safeguarding training at least every two years utilising DSL/s and Trust Flick Learning online tool
- Attend a safeguarding child case conference for which they should provide a report. Staff involved will be helped by the DSL to prepare this
- Raise concerns directly with Children's Social Care Services or the Designated Officer for the local authority if they are unable to contact the DSL or if they are not satisfied with the action the DSL has taken and have professionally challenged this in the first instance

4. Forms of Abuse

4.1. Types of Abuse and Neglect can be found in ['Keeping Children Safe in Education (2020)'](#) (Part 1)

4.2. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. It is essential that all staff and DSLs recognise that all forms of abuse can affect even very young children even though this may not be immediately obvious e.g. children may live in a family which is the product of a forced marriage, girls of all ages may be subjected to Female Genital Mutilation (FGM), radicalisation of parents can affect children, and gangs may exploit young children.

4.3. There are four main areas of abuse:
- Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child
- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Sexual abuse involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening
- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse

4.4. The DfE and national organisations e.g. The [NSPCC](#) provide comprehensive, up to date guidance and practical support on specific safeguarding issues. Staff should be aware of safeguarding issues that can put children at risk of harm and/or increase their vulnerability to abuse. These are detailed in Annex A of KCSIE and include:
- Children and the court system
- Children Missing from Education (CME)
- Children with family members in prison
- Child Criminal Exploitation CCE)
- Child Sexual Exploitation (CSE)
- Children who attend alternative provision
- Children who have a social worker
- Children with special educational needs and disabilities (SEND)
- County Lines
- Domestic Abuse
- Female genital mutilation (FGM)

- Homelessness
- 'Honour-based' abuse (HBA) including FGM, forced marriage and breast ironing
- Looked After Children and Post Looked After Children
- Mental Health
- Peer-on-Peer abuse
- Preventing radicalisation
- Private Fostering
- Sexual violence and sexual harassment between children
- Sexting
- Upskirting

5. British Values, Radicalisation and Extremism

5.1.   As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

5.2.   The Designated Safeguarding Lead will have received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have

5.3.   We expect academies to use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet

5.4.   We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the academy's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society

5.5.   The DfE believes that an education that promotes fundamental British values will give young people the ability to challenge and resist the influence of extremist views. It provided guidance in November 2014 on how academies should support the spiritual, moral, social and cultural (SMSC) development of pupils

5.6.   Preventing extremism in the education and children's services sectors was published 1st   September 2015. This includes advice on the Prevent Duty which explains what academies can do to protect children and young people from the risk of radicalisation. The DfE has also published a guide to help schools understand the techniques terrorist groups use on social media.

5.7. The Trust has a statutory duty to safeguard pupils from radicalisation, extremism and terrorism by:

- Demonstrating that robust safeguarding policies are in place to identify children at risk, and intervening when appropriate, by referring to Channel for example
- Ensuring clear protocol and checks are in place to ensure any visiting speakers are suitable and supervised in the academy
- Ensuring that fundamental British Values are promoted within the academy curriculum and ethos of the academy
- Ensuring that staff have the knowledge and confidence to identify and intervene when they deem children to be at risk from radicalisation and/or extremism and/or terrorism

6. Allegations of Abuse

6.1. When a member of staff suspects that any child may have been subject to abuse, or a child has suggested that abuse has taken place either to themselves or another child, the allegation must be reported immediately to the DSL. Written notes must be taken of any disclosure or suspicion of abuse and this must be recorded onto the MIS system ' My Concern' with action taken. The DSL will deal with the allegation in accordance with the academy's procedures.

6.2. We recognise the importance of listening to children at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times children may feel stressed and confused. The academy will identify quiet areas and provide the opportunity to children to take respite from the normal day when necessary.

6.3. All staff should be aware that children who are not yet known to be at risk may in fact be experiencing ill treatment, neglect or abuse. This means that staff should be alert to indicators of abuse and be aware of the need for sensitivity when dealing with children at all times.

6.4. If a child or adult confides in a member of staff and requests that the information is kept secret, it is essential that the member of staff tells the child or adult sensitively that he/she has a responsibility to refer the matter to the DSL or other authorities for the child's or adult's own sake. At the same time, the child or adult should be reassured that the matter will only be disclosed to the DSL who will then decide on appropriate action.

6.5. Children who are distressed through experiences outside the classroom may find it more difficult to achieve their academic potential. This can create a double disadvantage which the academy should attempt to address by maintaining high expectations and through additional support.

6.6.   Similarly children who are distressed may 'act out'; such children need firm boundaries. Staff must take into account the child's distress when managing behaviour.

6.7.   All incidents must be recorded appropriately and regularly monitored by the Principal and DSL in the first instance to ensure the safety and wellbeing of all involved

7.   Allegations against Staff

7.1.   All staff must always respond to allegations of abuse of a child made against members of the staff or adult. All staff must immediately and confidentially report concerns/allegations against teachers and other staff to the Principal. The Principal must then report the concerns/allegation immediately to the Designated Officer (DO) for the Local Authority (previously known as LADO) for advice. The Principal must inform the Trust HR or the Trust DSLs immediately. The Principal will then receive guidance from the Trust's external HR advisors or the central HR Team following the advice from the DO

7.2.   All staff must report concerns/allegations against the Principal to the Trust named DSL, Deputy DSL or Head Office HR Director. The Trust must then report the concerns/allegations immediately to the DO for advice. The Trust HR Director and DSLs will follow the advice from the DO

7.3.   Allegations made against staff include where a member of staff has 'behaved or may have behaved in a way that indicates they may not be suitable to work with children'. This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children

7.4.   Whilst academies are not the employer of supply teachers, they should ensure allegations are dealt with properly. *KCSIE states: 'In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (previously known as LADO) to determine a suitable outcome'*

7.5.   If the reporting staff member does not feel the allegation has been appropriately acted upon, this must be challenged and concerns must be reported directly to the Trust HR Director (Ruth Dickens) and/or the Trust DSL (Caroline Oliver) and the DO directly in confidence.

7.6.   Further guidance can be found in the Trust policy entitled ['Dealing with Allegations Against a Member of Staff'.](#)

8.   Support

8.1.   **Children and families**

The academy may be the only stable, secure and predictable element in the lives of vulnerable children and those directly at risk. Trust academies will therefore endeavour to support children through:

- The academy ethos, which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued
- Pastoral care which is focused on the child's wellbeing, and which closely observes behaviour and changes in mood
- A consistent approach, which recognises and separates the cause of unusual / difficult behaviour from that which the child normally displays
- Commitment to develop productive, supportive relationships with parents
- The development and support of a responsive and knowledgeable staff group trained to identify and respond appropriately to child protection issues
- Regular liaison with other professionals and agencies who support children and their families
- A curriculum and pedagogy which encourage self esteem, self motivation, promote wellbeing and support positive mental health
- The consistent implementation of academy behaviour management policies

8.2.   **Staff**

Receiving a disclosure or observing signs of abuse can be very distressing. The academy will determine arrangements to enable staff to discuss their feelings with the DSL or other appointed senior member of staff, if they wish to do so. Principals must ensure that a support structure is in place for the DSLs who deal with traumatic incidents on a regular basis. Any member of staff who is concerned about her / his involvement in safeguarding children issues should discuss the matter with the Principal or the DSL. The Trust Special Interest Group (SIG) for Safeguarding and Child Protection provides a supportive forum for DSLs to discuss practice and to share resources.

9.   Staff Conduct

9.1.   Staff are expected to adopt a high standard of personal conduct in order to maintain the confidence and respect of colleagues, children and parents.

9.2.   Staff should be aware that safe practice also involves using judgement and integrity about behaviour in places other than work, including online.

9.3.   Children face safeguarding risks in exploring the digital world. Staff should adopt responsible online behaviour and must not make contact with children or their families through anything other than official academy accounts.

9.4.   No child should be in or invited into the home of a member of staff unless the reason has been firmly established and agreed with parents and the Principal.

9.5.   Any giving of gifts and reward should only be part of an agreed policy for supporting positive behaviour, and should be part of an agreed plan sanctioned by the Principal or a senior member of staff with delegated responsibility.

9.6.   There are circumstances where staff working with children displaying extreme behaviour can legitimately intervene by using restrictive and nonrestrictive physical interventions. In such circumstances only staff who have received relevant training may do so and staff must adhere to Elliot Foundation and academy policy and procedures. This should always depend on the individual circumstances and be informed by the professional judgement of the staff concerned. All incidents of restraint must be recorded and monitored appropriately in line with academy policy.

9.7.   Where children are in some distress and need reassurance some physical contact may be helpful. For some children any physical contact may be construed as a threat, no matter how well intended. Staff must use careful professional judgement in comforting children in an age appropriate way while maintaining clear professional boundaries.

9.8.   At all times staff must adhere to the academy policy and to seek guidance if in doubt. Staff must never touch a child in a way which might be considered indecent or inappropriate and must not assume that all children seek physical comfort if distressed.

10.   Confidentiality and Information sharing

10.1.   Information will always be shared in the best interests of the child. In Serious Case Reviews, a lack of effective information sharing within services and between services is a common factor. KCSIE states: 'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe' which 'includes allowing practitioners to share information without consent...'

10.2.   All staff and volunteers must understand that they have a professional responsibility to share information with other agencies to safeguard children. Staff must ensure confidentiality protocols are followed and information is shared appropriately. The Principal and Lead DSL will disclose information about a pupil to other members of staff on a need to know basis only.

10.3. Staff who receive information about children and families in the course of their work must pass this on to the DSL/s. Where a member of staff is in doubt about whether to share information he/she should seek guidance from the DSL/s.

10.4. Staff bear the professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies, under the guidance of the DSL/s.

10.5. Safeguarding/child protection records must be kept securely held on My Concern with hard copies of letters etc in locked storage. The storage and processing of such information is governed by the Data Protection legislation. The Principal should give clear advice to staff on their responsibilities under this legislation.

10.6. Personal information about all children and their families is confidential. All staff must maintain this confidentiality. All records relating to child protection/safeguarding incidents will be maintained by the DSL/s and only shared as is consistent with the law relating to the protection of children.

10.7. In the event of a child who is being dealt with under the LA and academy's safeguarding procedures transferring to another school, the academy will:

- Inform the destination school, Virtual School Headteacher and Local Authority, as appropriate
- Find out the name of the receiving school
- Contact the relevant member of staff at that school to discuss the transfer
- Deliver all information relating to the child in person to the receiving school and get a dated and signed receipt, or send by signed for recorded delivery. The academy must keep a record of receipts and signatures relating to the transfer of confidential files
- Check with the receiving school that the child has arrived there on the expected day
- Inform all relevant agencies, including the Designated Officer for the Local Authority, of the transfer
- Work with agencies to ensure vulnerable pupils such as those with SEND or previously looked after, remain safe

11. Missing Children from Education

11.1. Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children

11.2. All academies work with us to monitor attendance carefully and address poor or irregular attendance without delay

11.3. When a child who is known to be at risk is missing unexpectedly, the academy should make a home 'safe and well' check as soon as possible and which must be on the same day. This check may be conducted by the academy, or by the police or a social worker.

11.4. Where the check is conducted by the academy, risk assessments will be in place to ensure staff are not exposed to harm through lone working.

11.5. Attendance is monitored daily and pupils who are missing from school without permission for 10 days are reported to the Local Authority.

11.6. DSLs should monitor patterns and reasons for non attendance. DSLs are encouraged to be tenacious in securing evidence of absence and to question children, parents and other professionals e.g General Practitioners showing awareness of disguised compliance in safeguarding.

11.7. If a child is missing and the 'safe and well' check does not provide assurance the Principal or DSL must contact the Police for a safe and well check. The academy must then follow appropriate procedures for responding to these situations as set out by the Local Authority Safeguarding Partnerships.

12. Working with Parents

12.1. Parents play a crucial role in protecting their children from abuse. The academy is required to consider the safety of the child and should a concern arise the Designated Senior Lead has the responsibility to seek advice prior to contacting parents.

12.2. The academy will work with parents to support the needs of their child, and aims to help parents understand that it has a responsibility for the welfare of all children and has a duty to refer cases to the appropriate Local Authority department in the interests of the child.

13. Equal Opportunities

13.1. The Equality and Diversity Policy sets out the Trust's commitment to tackling disadvantage and discrimination and is implemented locally in school. Leaders must guard against any assumptions about cultural variation where this may be in conflict with safeguarding children e.g. FGM and ensure that practices reflect this commitment.

14. Online Safety

14.1. The risks posed by online activity are a major safeguarding risk to children and must be taken seriously. The main areas of risk can be summarised as follows:

- **Content:**
  Exposure to inappropriate content, including online pornography, ignoring age ratings in games (exposure to violence associated with often racist language), substance abuse, lifestyle websites, e.g. pro anorexia/self harm/suicide sites, hate sites, content validation: how to check authenticity and accuracy of online content

- **Contact:**
  Grooming, cyberbullying in all forms, identity theft (including 'frape' (hacking Facebook profiles)) and sharing passwords;

- **Conduct:**
  Privacy issues, including disclosure of personal information, digital footprint and online reputation, health and wellbeing (amount of time spent online, whether internet or gaming), sexting (sending and receiving of personally intimate images) also referred to as SGII (self generated indecent images), copyright (little care or consideration for intellectual property and ownership – such as music and film).

14.2. "When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own devices and other networks. To minimise inappropriate use, as a school we use eSafe monitoring software which raises alerts directly to the DSLs in school

14.3. Academies ensure our curriculum teaches children how to stay safe online

14.4. All staff should seek guidance from 'Teaching Online Safety in School' DfE June 2019 to be read in conjunction with Education for a Connected World Framework (UKCIS, 2018) which offers 'age specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives.

14.5. The Online Safety Coordinator must take responsibility for promoting online safety inside and outside the academy. This may be the DSL or an additional member of staff.

15. Monitoring and Review

15.1.   All staff are expected to monitor their own conduct and relationship with children to ensure that the standards expected of them are maintained.

15.2.   The Designated Senior Lead will work with the Deputy DSL to monitor the working of the policy and will report as required to the Principal and to the Trust through the annual Trust Safeguarding Audit, Safeguarding SIG meetings, Regional Director visits and Peer to Peer safeguarding audits.

15.3.   The Principal will report to the Trust annually on the working of the policy through the annual Trust Safeguarding Audit.

16. Additional Safeguarding and Child Protection Guidance for Trust Head Office Staff and Trustees

16.1   The Trust Head Office staff and Trustees fully recognise their legal responsibilities for safeguarding children and child protection as set out in the Trust's Safeguarding and Child Protection Policy September 2020 and relevant legal framework.

16.2   This guidance is to identify personnel to contact should an incident or concern arise relating to the safeguarding of pupils during academy visits and regarding concerns relating to staff or adults in academies or colleagues based at the head office.

16.3   It is expected that all concerns are referred immediately and confidentially via email, within a maximum of 24 hours. The person/s making the referral should seek confirmation that the concern has been acted upon.

Definitions

- Where the word 'Trust' is used in this document it refers to The Elliot Foundation Academies Trust.
- Where the word 'Principal' is used it refers to the school leader of an individual academy and/or federated academy within the Trust.
- Where the title Chair of the Board of Trustees is used it refers to the founder and Chair of the Trust, this being Dr. Caroline Whalley: caroline.whalley@elliotfoundation.co.uk
- Where the abbreviation CEO is used it refers to The Chief Executive Officer of the Trust, this being Hugh Greenway: hugh.greenway@elliotfoundation.co.uk
- Where the Trust Designated Safeguarding Lead (DSL) is used, it refers to the named person in the Trust Safeguarding and Child Protection Policy, September 2019. This being Caroline Oliver: caroline.oliver@elliotfoundation.co.uk and Deputy DSL being Travis Latham: travis.latham@elliotfoundation.co.uk

Concern relating to:	Action to be taken:
A pupil or group of pupils in an academy	Report the concern to the Designated Safeguarding Lead (DSL) at the academy and to the Principal of the academy as soon as possible and in line with the academy 'Reporting A Concern' process (detailed in the Academy Locally Owned Safeguarding and Child Protection Policy).
A member of staff, volunteer or visitor within an academy	Report the concern to the Principal of the academy and to the Trust DSL.
The Executive Principal or Principal of an academy	Report the concern to the Trust DSL and the HR Director.
A member of TEFAT Head Office staff	Report the concern to the Trust CEO and to the Trust DSL.
The CEO	Report the concern to The Chair of the Trustee Board and to the Trust DSL.
A member of the Board of Trustees	Report the concern to The Chair of the Trustee Board and to the Trust DSL.
The Chair of the Trustee Board	Report the concern to the LADO in relation to the Trust registered address and to the Department for Education (DfE).
Please note: If an adult does not feel their concern has been acted upon appropriately they are able to refer their concern directly using the TEFAT Whistleblowing Policy or directly to the Designated Officer for the Local Authority. If the concern is of a criminal nature this should be referred directly to the Police.	