



EBOR

ACADEMY
ALLIANCE

Policy Number

Child Protection & Safeguarding Policy

Signed: _____

Dated: 1st January 2015

Review Date: 1st January 2016

Review Period: Annually

Ebor Academy Alliance Safeguarding Policy and Child Protection Policy

Persons Responsible: Executive Headteacher, Heads of School, Family and Pupil Support Team Leader, Special Educational Needs and Disabilities Co-ordinator, the Board of Directors and the Designated Safeguarding Directors at all academies within the Alliance.

Review Date: January 2016

Distribution: Directors and Staff, who should all read and sign a copy

This policy should be read in conjunction with the Ebor Academy Alliance Safeguarding First Principles - Code of Conduct and the other school policies referred to in the text.

Signature Executive Headteacher/Head of School

Date

Signature Chairman of Directors

Date

I have read this Policy and agree to observe it myself and to support others in doing so.

Signature

Name (print) Position

Date

1. THE PURPOSE OF THIS POLICY

This policy lays out the principles on which the approaches to safeguarding and child protection within the Ebor Academy Alliance are based. It provides clear and simple guidance to all those involved with the schools, so that each school is a safe and supportive school for all those who learn, work or volunteer in it. The Ebor Academy Alliance is committed to carrying out its statutory duty to protect children in a clear and accessible way, and to providing a child-centred environment in which children's rights are respected, and their parents/carers can be confident of their children's safety and wellbeing. It is based on the statutory guidance to be found in Working Together to Safeguard Children (March 2013), Keeping Children Safe in Education (April 2014) and associated regulations.

In our schools; staff and visitors know how to keep children safe, and what to do and who to tell if a situation arises in which a child's safety or welfare is at risk. There are clear accountability and safety monitoring arrangements in place, and school Directors are fully involved in supporting these and holding the school to account.

Our aim is for all schools within the Ebor Academy Alliance to be safe schools for all who learn, play and work in them.

2. OUR SAFEGUARDING AND CHILD PROTECTION FRAMEWORK

We believe that there are three key aspects to safeguarding, and that there should be clear policies, guidance, lines of accountability and monitoring of each aspect. These form the basis of this policy and the structure of the safeguarding team in each school. The names, roles and photographs of each member of staff in the safeguarding team are displayed in each school.

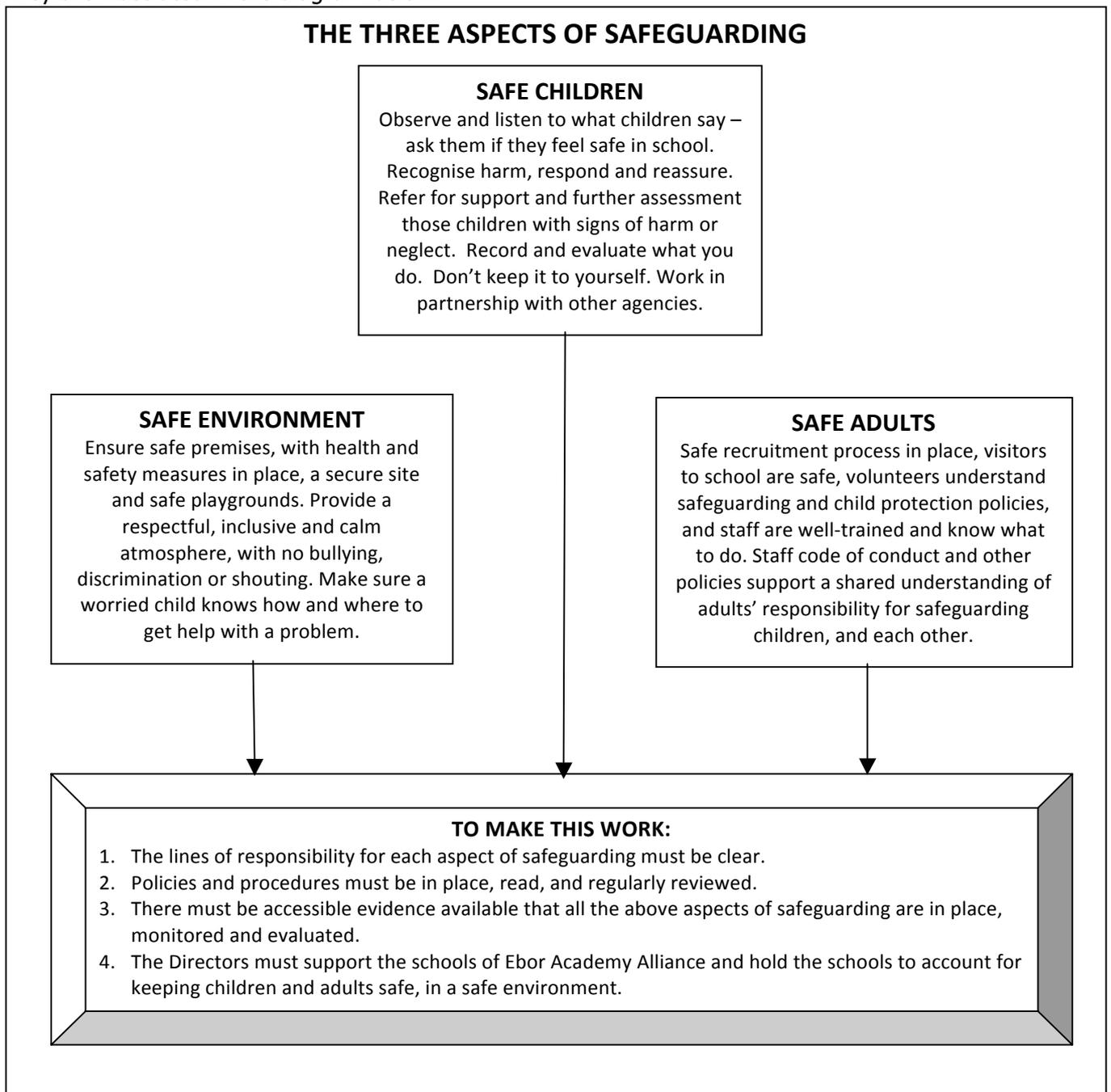
The three aspects are:

SAFE CHILDREN

SAFE ADULTS

SAFE ENVIRONMENT

They are illustrated in the diagram below:



3. WHO IS RESPONSIBLE FOR WHAT?

The Board of Directors from each school within the Alliance is responsible for ensuring that children in the school are protected from harm and neglect. It does this by

- Ensuring that the Safeguarding and Child Protection Policy is reviewed annually.
- Appointing a Director with responsibility for safeguarding.
- Ensuring that a Director is available to attend the Safeguarding meeting, each half-term, and that they will present the minutes of that meeting to the Board and the next Directors Board Meeting
- Receiving an annual report on safeguarding from the Head of School of each academy within the Alliance.
- Ensuring that new Directors undertake the required safeguarding training and understand their responsibilities.
- Ensuring that the other school policies relevant to safeguarding (and referred to in these procedures), such as health and safety, are in place and reviewed regularly.
- Ensuring that safe recruitment procedures are followed when appointing staff.

The Executive Headteacher has the overall responsibility, as the designated professional lead, for all the operational aspects of safeguarding, ensuring that appropriate records are kept and reporting to the Directors on the matters covered by their responsibilities, as above. This responsibility will be delegated to each Head of School who will hold overall responsibility on a day to day basis.

Each Academy has a member of staff, supported by his/her team and classroom staff, who is responsible for the collection and recording of information about vulnerable and at risk children, and sharing this with the Head of School and/or other agencies, so that the right decisions about further action to support and protect children are made, based on evidence and the best interests of the child.

Every adult who comes into school has a part to play in keeping our children safe from harm - safeguarding is everyone's responsibility.

4. SAFE CHILDREN

4.1. CONTEXT

Children are vulnerable to many types of harm. These can include physical and sexual abuse, emotional harm from a variety of causes, which can include witnessing domestic or other types of violence, and neglect, which is the hardest form of abuse to identify. If not dealt with, this can cause lasting harm to children's welfare and development.

Not all harm is the result of a single incident. Schools have a responsibility to use their unique relationship with children to build up a picture of a child's overall welfare over time and assess any risks to them. Some children are unable or unwilling to describe their experiences, but will act out their distress by failing to make educational progress or by challenging behaviour.

This means that all those who come in contact with children in school must be able to recognise children who may be experiencing harm or abuse, and know what action to take. There are systems in place to identify and monitor vulnerable children, and to determine which children need additional help and support, whether from within school or from other agencies. However, where there is evidence of, or likelihood of, significant harm to a child, the school must follow the procedures of the City of York Safeguarding Children Board and contact the police or children's social care services.

4.2. EARLY INTERVENTION, SUPPORT AND PREVENTION OF HARM

Vulnerable children are those with family circumstances which may affect their ability to benefit fully from their schooling, for reasons such as persistent absence, emotional or mental health difficulties, domestic violence, parental illness or substance misuse, being a young carer or belonging to a minority or disadvantaged ethnic group. It also includes children who feel unsafe in school or who are being bullied.

Some children need additional services in order to achieve and maintain a reasonable level of health and development. This will include children who are in receipt of Deprivation Pupil Premium (DPP), Service Child Premium (SCP), Adopted from Care Premium (ACP) or Looked After Premium (LAP), living with disabilities or who have other special needs.

The school has a responsibility to identify, support or refer for additional services any children who show signs of being in need or vulnerable. The keeping of careful records of concerns, and reviewing them regularly to identify the point at which additional action is needed, is central to meeting the needs of these children and enabling them to learn effectively.

We do this by

- Continuously monitoring low level concerns about children's behaviour, and physical and emotional presentation.
- Keeping consistent records of these concerns, and collating and reviewing them regularly.
- Ensuring that all information is shared appropriately, and that decisions about further action are taken at the correct level of responsibility in a meeting which includes the Head of School or his/her representative.
- Informing parents/carers and enlisting their support when there are concerns about their child, unless this would place the child at risk of harm, in which case other steps will be taken to protect the child (see below).
- Providing carefully planned and evaluated emotional and behavioural support in school to vulnerable children.
- Ensuring the school participates fully in meeting the needs of looked after children and children with additional needs, and is represented at reviews and planning meetings, including child protection conferences.

The appropriate member of staff, supported by the Head of School, will be responsible for this.

4.3 INVOLVING OTHER AGENCIES IN SUPPORTING A VULNERABLE CHILD

Where concerns about vulnerable children are increasing, or planned interventions in school are not having an effect, consideration should be given to consultation with the Children's Social Care Referral and Assessment Service (Front Door/CSCRAS) and/or the completion, with other agencies, of a Child Assessment Framework (CAF) or Family Early Health Assessment (FEHA). This will enable a multi-agency assessment of the child's needs to be made, and support plan made for the family. The school will be fully involved in this process and the monitoring of the child and family's progress with the plan. These interventions will provide the support the child needs outside of the school environment, and also contribute to an assessment, if one becomes necessary, under the child protection procedures.

4.4 CHILD PROTECTION PROCEDURES AND PRACTICE

If a child, or children; appear to be at risk of, or to have suffered, significant harm, the interagency Child Protection Procedures must be followed under section 47 of the Children Act 1989. The City of York Safeguarding Children Board's Child Protection Procedures, which apply to all agencies and describe how agencies should work together, give clear guidance on how to make enquiries into suspicions or allegations of harm to children, and when to refer to the Local Authority Designated Office (LADO).

The following is a summary of the key points relating to schools:

- Any member of staff or volunteer who is concerned about a child must inform the member of staff with responsibility for safeguarding and child protection and/or the Head of School/Deputy Head in each Academy immediately. Do not keep your concerns to yourself. This applies to any new concern, whether or not the child is already identified as vulnerable.
- Accurate factual information about the cause for concern, including anything said by the child, must be recorded and the original notes passed to the senior member of staff dealing with the matter.
- The Head of School, or the member of staff with responsibility for safeguarding and child protection, will decide whether to refer the matter to the police Vulnerable Person's Unit or the Children's Social Care Referral and Assessment Service, for advice or immediate action to protect the child.
- Dependent on the advice received, steps may be taken to protect the child, and the parents/carers may be informed (unless this would compromise an investigation or place the child at risk).
- All referrals to other agencies on matters of child protection should be made as soon as possible and no later than 24 hours after the incident/cause for concern was noticed.
- If a formal joint police and children's social care investigation into suspected harm to a child is started, the school will attend and contribute to any subsequent meetings or case discussions, including the Initial Child Protection Conference.
- If no formal enquiry results, a support plan for the child may be made, either using the Child Assessment Framework (CAF), the Family Early Health Assessment (FEHA) or the school's own support procedures (see below).

Anyone talking to a child who discloses that they have been harmed, should observe the following:

- Listen to what is being said without showing shock or disbelief.
- Accept what is being said without comment.
- Allow the child to talk freely, listen and don't ask leading questions.
- Reassure the child that they are right to tell someone, and have done the right thing.
- Do not promise confidentiality – it might be necessary to refer to the police, or to the Children's Social Care Referral and Assessment Service.
- Reassure him or her that what has happened is not his or her fault.
- Do not criticise the alleged perpetrator, judge or offer an opinion.
- Explain what has to be done next and who has to be told.
- Do not ask a second person to speak to the child to further discuss the disclosure.
- Make a written record as soon as possible, with your name, the date and time.
- Only talk to the child's parents/carers if this has been agreed within the decision-making process.

If a child or children from the school become the subject of a child protection plan following an Initial Child Protection Conference. The school will be expected to carry out any actions agreed in the Plan, and to attend Core Group meetings and subsequent Review Child Protection Conferences. It will be the responsibility of the member of staff with responsibility for safeguarding and child protection to organise this.

4.5 CONFIDENTIALITY

Safeguarding raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Social Care and the Police).

- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts, and it should never be discussed elsewhere.

4.6 OTHER MEASURES WHICH KEEP CHILDREN SAFE IN SCHOOL

There are other aspects of life in the school community which contribute to the safety or vulnerability of the children within it. These are:

- ***Preventing and managing challenging behaviour***
We do this by ensuring that the Behaviour Policy for each Academy within the Alliance is used consistently and that all those who work with our children, including supply staff and students, know how it works and observe it. We have in place a system for identifying and providing interventions for children who cannot manage their behaviour and emotions. We make regular evaluations of the effectiveness of the Behaviour Policy.
- ***Attendance***
We robustly monitor the attendance of vulnerable children and follow up absence where we have concerns about children's welfare. We try to minimise the exclusion of children, and then only in the most extreme circumstances and in conjunction with the provision of other services which address the child's needs.
- ***Identifying and addressing bullying***
We do this by ensuring the Ebor Academy Alliance Anti-bullying policy is used consistently, and that children are regularly asked if they are experiencing bullying or bullying others. Information from the Pupil Voice and Tell Sam surveys can help identify potential issues. We ensure that the playground is a safe place for all children through the Behaviour Policy.
- ***Keeping children safe when on line or using social media (e-safety)***
We do this by observing the E-safety Policy, and expecting all staff to be vigilant for any evidence that children are accessing inappropriate content or being affected by involvement in social media. We contact parents/carers as soon as any such evidence comes to light. We make children aware of the risks whenever appropriate. We take care with the use of photography in school, and are careful not to place identifying information about children on our website.
- ***Listening to and respecting children's views***
Children are only safe when they feel as if adults respect them and will listen attentively to their concerns. We encourage this by holding surveys of pupils' opinions, and supporting the work of the School Councils, as well as by treating them respectfully at all times. We aim to make it as easy as possible for worried children to speak to an adult who can help them.
- ***Whistleblowing***
If members of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the management accordingly. This can be done in writing or verbally, but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The schools in the Ebor Academy Alliance have adopted the City of York Whistleblowing policy.

5. SAFE ADULTS

5.1 CONTEXT

All adults who come into contact with children in a school are part of the system which keeps children safe. They must know how to recognise harm, and what to do if they suspect any sort of risk to children, or if children are demonstrating by their behaviour, or reporting directly, that they are at risk of any sort of harm. They must never ignore such signs and must always report their concerns to the appropriate person and seek advice.

It should also be acknowledged and accepted by all those who work in schools that it is possible that adults who work in or visit schools may themselves, in rare cases, be a risk to children, either through ignorance or carelessness, or because they have deliberately chosen to work or volunteer in a school setting with the intention of abusing children. In this context adults need to be alert to the conduct of others, while ensuring that they protect themselves from allegations by observing simple precautions when in the presence of children.

The aim of this safeguarding policy is to ensure that recruitment of staff and volunteers is carried out safely, that all those who come into contact with children in school have an understanding of safeguarding appropriate to their role and that the school is a setting in which adults engage safely with children and any unsafe actions by adults are identified and addressed promptly. The *Safeguarding First Principles* underpin this.

5.2 SAFE RECRUITMENT

We make sure that all the adults who come in to schools within the Ebor Academy Alliance and have contact with children have no record of harming children, and have no opportunity to place our children at risk. We do this by:

- Using staff and Directors who have been trained in safe recruitment when we select new staff.
- Making sure all applicants for posts have provided a full employment history and explained any gaps in it.
- Checking references carefully, including a telephone call to at least one referee.
- Ensuring that all new staff have a clear Disclosure and Barring Service (DBS) check before they start work, are cleared by the DBS and not specifically barred from teaching or working with children.
- Complete and sign the Childcare Disqualification Form in the new starter pack.
- Requiring all new staff to read and sign the Safeguarding Policy and Procedures, and read the Safeguarding First Principles and when they start working or volunteering at a school within the Alliance.
- Keeping careful records of all the above actions.

5.3 SAFE DIRECTORS, VISITORS AND VOLUNTEERS

We make sure that adults, who visit school, whether as part of their work or in a voluntary or student role, pose no ascertainable risk to our children.

We do this by:

- Asking all visitors to sign in and out, and to wear identifying badges while in school.
- Requiring all students and volunteers to read and sign the Safeguarding First Principles.
- Ensuring that DBS checks are in place for all Directors and any volunteers who have regular contact with children.
- Requiring Directors and regular volunteers to undertake the appropriate level of safeguarding training (Level 1 on-line training provided by North Yorkshire Safeguarding Children Board) and provide a copy of their certificate to their Personnel File in school.
- Limiting the use of photography in school by parents/carers and visitors.

- Collectively assuming responsibility for ensuring that Directors, visitors and volunteers conduct themselves safely when in the presence of children.

5.4 KNOWLEDGEABLE AND CONFIDENT STAFF

We expect our staff to have training in safeguarding, and to know how to recognise and act upon indications of possible harm, including unsafe behaviour by other adults and children. We expect adults to know how to keep themselves safe from situations in which they might be accused of harming a child, and to challenge any colleagues who appear to them to be acting unsafely in relation to children. (See *Safeguarding First Principles*).

We do this by:

- Requiring all staff to read, sign and to agree that they will observe, the Safeguarding First Principles and Safeguarding Policy and Procedures.
- Expecting staff to undertake training on safeguarding and update this periodically.
- Keeping up to date records of all safeguarding training.
- Reminding staff in appraisals and staff meeting of their safeguarding role, and identifying any specific training needs.
- Systematically following up any safeguarding shortfalls with open discussion which promotes learning and raises safeguarding standards.

5.5 ALLEGATIONS AGAINST STAFF, DIRECTORS OR VOLUNTEERS

This section follows the NYCC procedures on allegations against staff.

If any child says, or an adult observes or believes, that members of staff, director, volunteer or student has:

- Behaved in a way that has, or may have, harmed a child physically, sexually or emotionally.
- Possibly committed a criminal offence against a child.
- Behaved toward a child in a way which suggests he or she is unsuitable to work with children.

The person receiving the information must take it seriously and immediately inform the Head of School (or deputy in his or her absence) who will immediately inform the Executive Headteacher. This includes where the information received suggests that the incident or behaviour has happened outside the school context, for example at home or in another setting where children are present. The person receiving the information should make a careful written record of what has been said, including time, place, date and persons present.

Similarly, if any member of staff, director, volunteer or student becomes the subject of a child protection or criminal investigation in respect of a child in another context, they should inform the Head of School immediately who will immediately inform the Executive Headteacher.

Allegations involving the Executive Headteacher should be passed to the chair of Directors, or in his or her absence, the vice chair. Allegations about the chair of Directors should be passed to the City of York Council Governance Service. Allegations about the Head of School should be passed to the Executive Headteacher.

The Executive Headteacher/chair of Directors will not investigate the allegation, but will assess its seriousness and seek the advice of the Local Authority Designated Officer (LADO), who is responsible for investigating allegations against professionals and those in positions of responsibility in relation to children. The chair of Directors should also be informed as soon as possible. If there is evidence that a child has been harmed or is at continued risk, the Children's Social Care Referral and Assessment Service (Front Door/CSCRAS) must be informed so that if appropriate a child protection investigation can be started. If a member of staff becomes the subject of a formal investigation, the HR procedures relating to conducting investigations must be followed.

If the LADO and Executive Headteacher decide that a formal child protection enquiry is not needed, they will consider whether an internal or disciplinary investigation should take place, and how this will be carried out. In this case, the subject of the allegation will be told of the allegation as soon as possible, and CYC HR procedures followed.

5.6 A CULTURE OF SAFETY AND OPENNESS

Children are safest where there is a culture of respect and openness, in which adults treat each other and the children in their care respectfully. They listen carefully to what others have to say, and do not belittle or demean others, either directly or in their absence. This includes not disparaging colleagues, children or their families, in the staff room or anywhere else.

We do this by:

- Observing the *Safeguarding First Principles*, so that adults in school provide good role models for children and work with each other and with children in a safe and respectful way.
- Taking responsibility for each others' behaviour in relation to children, and supporting anyone who is experiencing difficulties or taking risks.
- Ensuring that the Whistleblowing Policy is known about and readily available for staff.
- Building trust with children so that they are able to talk to someone in school about what is bothering them, and know who this might be.

6. SAFE ENVIRONMENT

6.1 CONTEXT

A school operates in both a physical and an emotional environment. Both of these need to be safe for children, so that they can concentrate on their learning and personal development, and for the adults who use the building so that they work with confidence in a safe setting.

It is important that children feel safe not just in the classroom but in shared spaces where there is less adult supervision, such as toilets, corridors and playgrounds. Research shows that many children report feeling unsafe in playgrounds and these are also the most common location for bullying behaviour. Our children are also exposed to risks outside the school, including where there are busy roads, bus stops and parked cars which make crossing the road hazardous. In addition, children's safety on school visits and trips away is the responsibility of the school.

Most important of all is a cultural and emotional environment in which everyone, whether a child or an adult, feels listened to, valued and respected. This means that there should be no shouting, bullying or belittling of others, and that all cultural and religious beliefs are accepted and respected. Any departure from these principles should be treated as unacceptable behaviour and dealt with accordingly.

6.2 HEALTH AND SAFETY POLICIES

As a workplace, the schools within the Ebor Academy Alliance are covered by the Health and Safety at Work Act (1974). Each school also has its own Statement of Intent for Health and Safety; which lays down basic principles for running a safe school environment, and the policies which underpin this. Of particular relevance to safeguarding are the security of the sites, both as regards the admission, identification and monitoring of visitors, and the security of exit doors, windows and the perimeter fencing to prevent children from leaving the site unnoticed.

We provide our staff and children with a safe environment by:

- Having in place a Statement of Intent for Health and Safety, supported by a set of specific policies as required by law.

- Regularly reviewing and updating these policies by the appropriate committee.
- Ensuring that we respond promptly to any identified risks, and learning from individual incidents which occur.
- Carrying out regular H&S inspections of premises and installations as required.
- Ensuring that children are not able to leave school premises unobserved.
- Engaging with the local authority about road safety outside the schools, and arranging road safety training events for our children.
- Complying with regulations about safe storage of hazardous substances.
- Observing fire regulations and carrying out practice evacuations of the school.
- Complying with the policies which cover safe school trips, including the carrying out of risk assessments.
- Carefully prioritising remedial works which affect health and safety so that available monies are spent to best effect.
- Ensuring that all staff and visitors are aware of relevant health and safety requirements.

6.3 PLAYGROUND SAFETY AND BEHAVIOUR

There is ample evidence from research that the design of play areas and the quality of play leadership affects the safety and enjoyment of children in the playground, and has an impact on their behaviour. Well designed, stimulating and attractive play areas in which purposeful play takes place makes a significant contribution to pupil safety and well-being.

The Ebor Academy Alliance is committed to keeping play areas safe and pupils well-behaved by:

- Investing in physical improvements and equipment, which support and encourage positive play.
- Using peer and adult play leaders to support and develop children's play and behaviour.
- Involving class teachers and teaching assistants in their class's playground time.
- Keeping consistent records of playground incidents, and using these to improve how play is organised.
- Regularly seeking feedback from adults and children about their observations and experiences, so that we know if safety and behaviour are improving.

7. FURTHER INFORMATION

- Working Together to Safeguard Children 2013
<http://media.education.gov.uk/assets/files/pdf/w/working%20together.pdf>
- City of York Safeguarding Children Board Policies
01904 555695
http://www.yor-ok.org.uk/service-detail.htm?serviceid=2041_cyscb@york.gov.uk
<http://www.saferchildrenyork.org.uk/>
and
<http://www.saferchildrenyork.org.uk/>
- Safeguarding Children and Safer Recruitment in Education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- Contacting the Children’s Advice and Assessment Service (Front Door) for advice or to make a referral (including a child protection referral)

Phone 01904 551900 or the Emergency Duty Team 0845 0349417 (out of hours)

Email: childrensfrontdoor@york.gov.uk

8. SUPPORTING POLICIES

A number of policies support the consistent and implementation of the safeguarding and child protection policy. These are available on the Ebor Academy website or on the school website and include:

- Attendance
- Behaviour and anti-bullying
- Educational visits
- Equal Opportunities
- E-safety
- Health and Safety
- Medicine in school & First Aid in school
- Photographing and videoing
- Physical Restraint
- Recruitment
- Whistleblowing

References:

Page 1 Ebor Academy Alliance Safeguarding First Principles

Working Together to Safeguard Children (March 2013) – PDF available at:
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>

Keeping Children Safe in Education (April 2014) – 3 x PDFs available at:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

(Safeguarding Children and Safer Recruitment in Education (January 2007) was superseded in April 2014 by the above document)

Page 6 Children Act 1989, Section 47

<http://www.legislation.gov.uk/ukpga/1989/41/section/47>

North Yorkshire Safeguarding Children Board
<http://www.safeguardingchildren.co.uk/>

Child Protection Basic Awareness and E-Learning Course
North Yorkshire Safeguarding Children Board and City of York Safeguarding Children Board
<http://www.safeguardingchildren.co.uk/basic-awareness.html>

<http://www.safeguardingchildren.co.uk/e-learning-course.html>

Page 7 Ebor Academy Alliance
Behaviour Policy
Anti-Bullying Policy

Page 8 E-Safety Policy

Local Authority Whistleblowing Policy (Schools Workforce documents?)

Page 8 refers to the Safeguarding First Principles (no owner stated ? Ebor?)

Page 9 Childcare Disqualification Form (New Starter Pack)
Safeguarding Policy and Procedures (this document)
Safeguarding First Principles

Completing the online Safeguarding training – link?

Page 10 HR Procedures relating to conducting investigations

CYC HR Procedures

Page 11 Safeguarding First Principles
Whistleblowing Policy
Health and Safety at Work Act
Statement of Intent for Health and Safety