



Safeguarding and Child Protection Policy

Version 2.4

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<p>Name of Responsible Committee/Individual:</p>	<p>Board of Trustees</p>
<p>Implementation Date:</p>	<p>Autumn Term 2024</p>
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<p>Target Audience:</p>	<p>Employees, agency workers, self-employed workers and professional visitors.</p>
<p>Reference Documents:</p>	<p>KCSIE 2024</p> <p>Each school has their own Child Protection Policy sitting under the guidelines of this document</p> <p>Managing Allegations Guide 2020</p>

Trust Child Protection Overview

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1. Introduction

1.1 Our school communities fully recognise the contribution they can make to protect and support students in school. The aim of the policy is to safeguard and promote our students' welfare, safety and health by fostering an honest, open, caring and supportive climate.

We accept and carry out our responsibility to act on any suspicion, disclosure, or belief that a child is suffering or at risk of suffering harm. This includes acknowledging that sexual violence and sexual harassment is happening within our school communities. We commit to supporting those who are at risk or may have been a victim and having a zero tolerance to any type of sexual violence or harassment. Zero tolerance means this type of behaviour will not be ignored and should the school become aware of sexual violence or sexual harassment this will be taken seriously and the school's behaviour policy will be followed.

1.2 Everyone in the Education Alliance shares an objective to help keep children and young people safe by contributing to:

- Protecting children from maltreatment.
- Providing a safe environment for children and young people to learn in education settings.
- Preventing impairment of a child's health or development.
- Identifying children who are suffering, or likely to suffer, significant harm and taking appropriate action with the aim of making sure they are kept safe at home and at school (even in circumstances where they are not at immediate risk)
- Safeguarding children's wellbeing and maintaining public trust in the teaching profession.

1.3 All education settings must have in place systems designed to:

- Prevent unsuitable people working with, or coming into contact with, children and young people within the setting for regulated or unregulated activity.
- Promote safe practice and challenge poor or unsafe practice.
- Identify instances in which there are grounds for concern about a child's welfare and take appropriate action to keep children safe.
- Contribute to effective partnership working between all those involved with providing services for children.

Working Together to Safeguard Children 2023

2. The Policy

2.1 This policy is part of the Trust Safeguarding Framework and is supported by the following guidance:

- Keeping Children Safe in Education (2024)
- Working Together to Safeguard Children (2023)
- Section 175 of the Education Act 2002

2.2 It should also be read in conjunction with other trust and school related policies including:-

- School Safeguarding Policy
- School Online Safety Policy

- School Behaviour Policy
- School Anti-Bullying Policy
- School Attendance Policy
- School Sex and Relationship Policy
- School Educational Visits Policy
- School SEND (Special Educational Needs and Disability) Procedure
- Trust SEND (Special Educational Needs and Disability) Policy
- Trust Health and Safety Policy
- Trust Recruitment and Selection Policy
- Trust Expectations and Code of Conduct
- Trust Whistleblowing Policy

(Policies are displayed on The Education Alliance's website and individual school's websites)

2.3 The policy is written to comply with the following legislation and guidance:

- Working Together to Safeguard Children (HM Government 2023)
- Effective support for children, young people, and families in the East Riding of Yorkshire (August 2020)
- Keeping Children Safe in Education (DfE 2024)
- Use of reasonable force (DfE July 13).
- Searching, screening & confiscation at school (DfE July 2022).
- Guidance for safer working practice for those working with children and young people in education settings (Feb 2022 Safer Recruitment Consortium).
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE May 2024)
- Guide to General Data Protection Regulation (ICO 2018)
- Data Protection in Schools (DfE April 2024)
- Ofsted Education inspection framework (April 2024) – Gov.uk
- Ofsted Education safeguarding in early years, education and skills (April 2024) – Gov.uk
- Ofsted School inspection handbook (April 2024) – Gov.uk
- Statutory guidance, Revised Prevent duty guidance: for England and Wales, Updated 1 April 2021
- Multi-agency statutory guidance on female genital mutilation (HM Govt July 2020)
- What to do if you're worried a child is being abused (HM Govt 2015)
- Working together to improve school attendance (DfE Feb 2024)
- Support for pupils where mental health issues is affecting attendance (DfE Feb 2023)
- Summary table of responsibilities for school attendance guidance for maintained schools, academies, independent school, and local authorities (May 2022 for Sept 2022)

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in English, including pupil movement: Guidance for maintained schools, academies and pupil referral units in England (DfE, May 2023)
- Behaviour in Schools: Guidance, advice for Headteachers and school staff (DfE, July 2022)
- LA Education Visit Guidance and Procedures or equivalent
- The designated teacher for Looked-After and previously Looked-After Children Feb 2018
- Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies, and free schools DfE Aug 2018
- Keeping children safe during community activities, afterschool clubs and tuition: non statutory guidance for providers running out of school settings (DfE, April 2022)
- Meeting digital and technology standards in school and colleges (DfE March 2023)

2.4 The above list is not exclusive but when undertaking policy development, the school will consider Child Protection and other safeguarding matters within each appropriate policy or guideline.

3. Purpose of a Safeguarding Policy

3.1 An effective Safeguarding Policy and Procedure provides a clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues.

3.2 An effective policy also makes explicit the school's commitment to the development of good practice and sound internal services and procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

3.3 The aim of this policy is to safeguard and promote our students' welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The student's welfare is of paramount importance.

3.4 Our schools fully recognise the contribution we can make to protecting children and supporting learners in school.

3.5 There are four main elements to our Safeguarding Policy:

- **Prevention** - positive school atmosphere that encourages good student attendance, pastoral support to students and safe and appropriate working practice by staff, and the staying safe and PSHE elements in the formal and informal curriculum. Educating children about areas for support and guidance and identifying 'at risk' children and families and intervening early.
- **Protection** - by following agreed procedures, ensuring staff are trained and supported to identify and respond appropriately and sensitively to safeguarding concerns and that there are clear systems of internal information sharing and record keeping. To ensure our students know what unacceptable behaviour is, in relation to sexual violence and sexual harassment and feel confident to report it and that action will be taken, and they will be supported.
- If at any point there is a risk of immediate serious harm to a child a referral should be made to the local Safeguarding Hub immediately, SaPH (Safeguarding and Partnership Hub) in the East Riding and EHASH (Early Help and Safeguarding Hub) in Hull. Whilst usually this would

be done by the Designated Safeguarding Lead, staff should have the confidence and knowledge that anyone can make a referral.

- **Support** - to students and school staff and to children who may have been abused or are in other ways vulnerable.
- **Collaboration** with Children and Young People, parents and other agencies to promote Safeguarding and Wellbeing for all of our children and young people.

3.6 This policy applies to all staff (teaching and non-teaching), governors, trustees and visitors on our sites. We recognise that child protection is the responsibility of all staff within our school. We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures as part of their initial induction process.

3.7 The policy will be reviewed by Trustees annually.

- The Trust staff and the Board of Trustees will review this policy each year. The views of the children, parents, lunchtime staff, extended school staff and other support staff may be sought and taken into account in this review.
- If at any time deficiencies or weaknesses in the Safeguarding policy and procedures are identified they will be addressed by the Trust and staff immediately and remedied.

4. The Education Alliance's Commitment

4.1 The Trust adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children, vulnerable adults and parents feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from, or confide in, members of staff.

4.2 We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or who are suffering from, abuse.

4.3 Our schools will, therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Provide help and support to meet the needs of children as soon as problems emerge.
- Include in the curriculum activities and opportunities which equip children with the skills and knowledge they need to stay safe from abuse and which will help them develop resilience and an awareness of possible grooming or influence by violent extremist ideas and the dangers and consequences in engaging in inappropriate behaviour online.
- Ensure that all forms of bullying and harassment including allegations of child-on-child abuse including sexual violence and sexual harassment, hate incidents and online bullying and abusive behaviour are dealt with at the appropriate level and in line with national and local guidance and procedures and not dismissed as immature behaviour or banter.
- Educate all students and staff in relation to sexual violence and sexual harassment and ensure everyone knows this is not okay and will not be tolerated in our schools or communities.

- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure that staff have an understanding of when to make referrals to the Designated Safeguarding Leads when there are indicators or concerns of possible neglect, sexual, physical or emotional harm and indicators of possible child sexual or criminal exploitation, female genital mutilation, radicalisation, school attendance concerns, child on child sexual violence and sexual harassment and forced marriage and that they have access to additional advice and support.
- Embed a restorative ethos across the organisation.
- Have robust filtering and monitoring processes in place to ensure the online safety of pupils, staff, volunteers, and governors, establishing clear mechanisms to identify, intervene in and escalate any incidents or concerns.
- Refer to the guidance on 'After-school clubs, community activities and tuition: safeguarding advice for providers' (DfE Sept 2023) where the school premises is used by other organisations.
- Fulfil the 'Duty of Care' towards staff by providing appropriate safeguarding guidance, induction and continuous training and support as required by KCSIE.

5. Child Protection Procedure

5.1 The Education Alliance will:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure that staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having a professional curiosity and speaking to a DSL if they have any concerns about a child.
- Ensure that children know there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and develop resilience.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Operate safe recruitment procedures and make sure that all appropriate checks, including online checks, are carried out for new staff and volunteers who will work with children.
- Ensure that staff are aware of how and when to act on concerns, including low level concerns, that they have and work in a safe and appropriate manner at all times.
- Ensure that all staff, governors and trustees are updated on Keeping Children Safe in Education on an annual basis.

5.2 Confidentiality

'Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child'.

- We recognise that all matters relating to child protection are highly confidential and the Safeguarding Leads will share information on a 'need to know, what and when' basis
- Staff are made aware that these concerns or other matters relating to pupils should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or discussion in any media.

5.3 Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the Safeguarding Children Partnership Guidelines and Procedures for each local authority.

- New staff induction days involve input from Designated Safeguarding Lead on basic signs and symptoms and internal procedures.
- Child Protection information is given to all staff via the Staff Handbook. It is also available on our school websites with supporting materials easily available.
- Basic principles of the Child Protection Policy are given to all staff as part of the September training provision (this includes e-safety and the schools' code of conduct).
- Training and inset days are organised throughout the academic year to increase the level of safeguarding expertise across teaching, pastoral and inclusion staff.
- All new starters (teaching and non-teaching) complete a safeguarding induction and on-line core safeguarding training.
- Training needs of all staff and governors are audited annually.
- Key support staff are given external training around safeguarding issues utilising specialist providers who have the most up to date information and strategies.

5.4 Roles and responsibilities

- All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.
- It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. Failure to report such concerns may be considered an act of misconduct or gross misconduct within the school's Disciplinary Policy.
- There are key people within the school and the relevant local authority who have specific responsibilities.

The Schools' Designated Safeguarding Leads (DSL) are designated to take the lead responsibility for Child Protection.

Responsibilities for each of these officers include:

- Providing advice and support and information to staff as appropriate
- Liaising with the LA and other agencies
- Maintaining CP records for individual children
- Ensuring the preparation of appropriate reports for and attendance at Case Conferences and other multi agency meetings
- Arranging appropriate training for all staff
- Liaising with the Headteacher, Deputy DSL and Safeguarding Officer
- **All concerns and referrals are to be recorded on the appropriate child protection systems used by each individual school**
- Pastoral staff are likely to be the first line of contact for CP issues identified for individual students. They will liaise with the Safeguarding Lead on all CP issues
- Management and leadership by the Headteacher and the Trustees/Governors ensures that the time, resources and training are adequate to ensure that the CP / Safeguarding responsibilities of the school, as outlined in Safeguarding Children & Safer Recruitment in Education, are carried out. Any allegations of abusive or inappropriate behaviour against a member of staff should be passed immediately to the Headteacher. If the allegation is against the Headteacher it should be referred to the CEO, the Executive Principal or the Local Authority Designated Officer (LADO)
- The Designated Safeguarding Governor (DSG) acts as a 'Champion' of the safeguarding role of the school and liaises with the Headteacher and Designated Safeguarding Lead in order to report to and advise the Local Governing Body
- The Local Governing Body has the responsibility to monitor and ensure that all CP procedures, policies and training are in place and appropriate. The DSL and DSG prepare a termly report that is scrutinised by the Local Governing Body

5.5 Records and Monitoring

- Well-kept records are essential to good child protection practice. All staff are made clear about the need to record and report concerns about a child or children within our school. The schools' Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Head of School, DSL or appropriate Senior Manager
- Parents may request to read their child's file. School will seek advice from the relevant Local Authority Designated Officer (LADO) if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any third party information
- The DSL and Headteacher decide what information needs to be shared with whom and when on a case by case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware of concerns or at least that the individual child is being monitored

The most appropriate member of staff will attend case conferences, core group meetings and other multi-agency meetings to ensure a coherent approach to promoting the welfare of children and protecting them from harm.

A Single Central Register (SCR) is maintained by The Trust's Human Resources Director.

All Headteachers, DSLs and at least one Governor have completed the appropriate safer recruitment training and it is ensured that the appropriate expertise is updated as required (recommended every 3 years).

Each school will receive either an external or peer review of its safeguarding practicing annually. In addition the TEAL Area Lead for Safeguarding will collate safeguarding data across the trust and report to the trustees on a termly basis (at least annually to The Board of Trustees and through the Education Committee).

5.6 Induction

When new long term staff start at the school they are briefed on the school CP and Safe Working procedures and given a copy of and access to:

- This policy
- Trust Expectations and Code of Conduct
- Trust ICT Acceptable Use Policy
- School E-safety Policy
- Keeping Children Safe in Education – statutory guidance for schools and colleges
- School Safeguarding Policy
- School Behaviour Policy
- School arrangements for Children Missing in Education

Other temporary or visiting staff are made aware of the CP reporting procedures in the school and given a written statement including the contact details of the DSL.

6. **Glossary and Guidance Sources**

For the purpose of this policy:

- The term **‘staff’** or **‘member of staff’** refers to all adults paid or unpaid, working in any capacity in the school or in activities organised by the school, which brings them into contact with the children of the school
- **Parent/s** - refers to adults with parental responsibility for a particular child
- **CPC** - School Child Protection Coordinator (the Safeguarding Lead for secondary/primary school)
- **DSL** - Designated Safeguarding Lead
- **DSG** – Designated Safeguarding Governor
- **LA/CPO** - LA Child Protection Officer (Schools)
- **LADO** – Local Authority Designated Officer (first contact for allegations against Staff and Volunteers)
- **ERSCB** – East Riding Safeguarding Children Board
- **LSCT** – Local Safeguarding Children Teams
- **SaPH** – Safeguarding and Partnership Hub (East Riding)
- **EHASH**- Early Help and Advice Support Hub (Hull)

- **DBS** – Disclosure and Barring Service (formally CRB)
- **YFS** – Youth and Family Support

Appendix of policy updates following each review

October 2024

Amended to take account of KCSIE 2024 to ensure full compliance. The changes are minor for 2024. It is anticipated that a full re-write will take place for 2025.