Safeguarding and Child Protection Policy

Document Control

Date	Revision amendment details	By whom
Sept 2021	Revisions following statutory updates	Caroline Oliver
Oct 2021	Adopted by TEFAT Board	Trustees
Sept 2022	Revisions following statutory updates	Caroline Oliver
Oct 2022	Adopted by TEFAT Board	Trustees
Sept 2023	Revisions following statutory updates	Caroline Oliver

Sept 2023	Adopted by TEFAT Board Trustees	Trustees

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Related policies and documents

- Keeping Children Safe In Education, (KCSIE) September 2023
- Working Together to Safeguard Children, July 2018
- 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
- Behaviour in Schools Guidance - DfE Oct 2022
- Teaching Online Safety in School - DfE June 2019 to be read in conjunction with:
- Education for a Connected World Framework - UKCIS, 2018
- Monitoring and Filtering Standards - DfE March 2023
- 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, December 2020).
- Prompting Fundamental British Values as part of SMSC in schools, Nov 14
- Prevent Duty Guidance June 2015
- Sexual violence and sexual harassment between children in schools and colleges, Sept 2021
- 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
- 'Allegations Against Staff or Volunteers', Oct 2021
- Whistleblowing, Dec 2019
- IT and Internet Acceptable Use, March 2022
- Information Sharing: Advice for Practitioners Providing Safeguarding Services - DfE July 2023
- Online Safety Policy, May 2022 (to be updated for Sept 2023)
- Cyber Security Standards for Schools and Colleges - DfE June 2019
- Relationships, sex and health education, guides for schools DfE, June 2019
- School Inspection Handbook, Sept 2023
- Inspecting Safeguarding in Early Years, Education and Skills, Sept 2023
- Statutory Framework for the early years foundation stage, Sept 2023
- Undertaking Remote Teaching Safely NSPCC, April 2021
- Early Years Inspection Handbook, Sept 2023

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.
- Where the title Chair of the Board of Trustees is used it refers to the Chair of the Trust, this being Tim Coulson: tim.coulson@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

2022. This being Caroline Oliver: caroline.oliver@elliotfoundation.co.uk and Deputy DSL being Travis Latham: travis.latham@elliotfoundation.co.uk

Elliot Foundation Academies Trust 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 fully recognises 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. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. All adults take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

1.3. This policy applies to anyone working on behalf of TEFAT including the central team, paid staff in schools, volunteers including Trustees and Community Councillors, visitors, sessional workers, agency staff and professionals from external agencies. Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt appropriate action.

1.4. This policy should be read alongside:

- Statutory guidance [Working Together to Safeguard Children;](#)
- Departmental advice [What to do if you are Worried a Child is Being Abused - Advice for Practitioners](#); and
- Departmental advice [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)

1.5. Safeguarding and promoting the welfare of children is defined in 'Keeping Children Safe in Education' (KCSIE) September 2022 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.

1.6. The objectives of the policy are to:

- Ensure that all Trust staff, volunteers including Trustees and Community Councillors, visitors, sessional workers, agency staff and professionals from external agencies, 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, know they will be listened to and taken seriously

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 prompt 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 arrangements 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 expected that each academy will have their own locally owned safeguarding and child protection arrangements outlined in Appendix A to reflect local procedures and protocols

3.4. The 2022 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
- There is a record of assurance that all staff have understood their role and responsibilities relating to statutory obligations in respect of safeguarding
- Ensure there is a safe, physical environment for adults and children
- Adhere to Human Rights legislation, recognising that being subjected to harassment, violence and or abuse, may breach children's rights
- Adhere to Equality legislation including that the academy must:
  - Not unlawfully discriminate against pupils because of their protected characteristics
  - Consider how they are supporting pupils with protected characteristics
  - Take positive action, where proportionate, to deal with the disadvantages these pupils face
  - Consider the Public Sector Equality Duty (PSED) and be conscious that pupils with protected characteristics may be at more risk of harm
- They maintain Designated Safeguard Lead (DSL) training her/himself; the DSLs must have appropriate DSL training at least every 2 years by a recognised provider including: safer recruitment, preventing terrorism, specific issues such as FGM and CSE, child on child abuse, domestic abuse, online safety and SEND training
- All children will have an appropriate adult present to safeguard, support, advise and assist them whilst being detained or questioned by the police. This will be the Lead DSL in the first instance, Deputy DSL or most senior member of staff on site. Trust guidance to support the member of staff fulfilling this role is found in Appendix B
- All adults (including Trustees, volunteers, visitors, sessional workers, agency staff and professionals from external agencies) 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 are aware guidance relating to raising concerns can be found in the Trust Whistleblowing Policy and are aware of how to raise concerns within the Trust and externally

- 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 looked after, 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 - Appendix C
- Ensure staff understand their roles and responsibilities around filtering and monitoring in school
- 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 internally and in addition to checks made by the central team
- The lead DSL is an appropriate senior member of staff from the academy leadership team
- The academy has a minimum of three named staff members trained as a DSLs for Child Protection, with one as a named 'DSL', at least 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 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 such as by phone or hangout. During exceptional, time limited circumstances a named DSL can be identified in another local Trust school
- All staff including volunteers, visitors, sessional workers, agency staff, professionals from external agencies and parents/carers should know who the DSLs in the academy are or how to find out
- Ensure guidance on keeping children safe in out-of-school settings is followed when any out-of-school setting providers use the academy premises. Any service level agreement ensures that the provider has robust safeguarding procedures in place prior to delivery on site.
- Ensure appropriate risk assessments are in place for any before, during or after school clubs or activities when internally or externally led
- Parents/Carers should know that the DSL/s are the referral route for any concerns both inside and outside of term time and school hours, this information should be shared on the academy website
- They and the DSLs are all familiar with the local procedures and referral routes governed by Local Safeguarding Children's

Partnerships previously known as Local Safeguarding Children's Board (LSCB)

- The academy has their own behaviour policy, local information (Appendix A) and safeguarding response to children missing education. The policy should identify the DSL and Deputy/ies as well as their role
- They and the DSLs ensures all adults know how to identify concerns and are aware of referral procedures for reporting and dealing with safeguarding issues in line with this policy and the local academy information
- Regularly quality assure the quality and effectiveness of safeguarding records on the Trust wide MIS, ensuring actions are timely and appropriate
- Monitor and address persistent absence, identifying any abuse and in the case of absent pupils, aiming to prevent them from becoming a Child Missing Education (CME) in the future - KCSIE paragraph 178
- 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
- Where pupils are educated off site or in alternative provision the academy will first obtain approval from the Trust following completion of the TEFAT approval form. There must be clear procedures about managing safeguarding concerns between the two agencies including raising alerts promptly for non attendance.
- Staff are familiar with and effectively use the Trust MIS systems 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 all 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, statutory compliance and procedures in the academy

- They promptly deal with allegations of abuse in accordance with procedures agreed by the Trust 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, including a referral to the LADO. A referral to the LADO will include any allegations received relating to an incident where an individual or organisation used the academy premises for running an activity for children.

3.6 **The Trust will:**

- Ensure Trustees receive appropriate safeguarding and child protection training at induction and then at regular intervals to provide them with the knowledge to ensure the Trust and academy safeguarding policies and procedures are effective
- Ensure Trustees regularly review the effectiveness of school filters and monitoring systems in line with the DfE's filtering and monitoring standards and Cyber Security Standards for schools
- Adhere to Human Rights legislation, recognising that being subjected to harassment, violence and or abuse, may breach children's rights
- Adhere to Equality legislation including that the Trust must:
  - Not unlawfully discriminate against pupils because of their protected characteristics
  - Consider how they are supporting pupils with protected characteristics
  - Take positive action, where proportionate, to deal with the disadvantages these pupils face
  - Consider the Public Sector Equality Duty (PSED) and be conscious that pupils with protected characteristics may be at more risk of harm
- 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 Working Group (SWG) meetings and training
  - regular analysis of referral MIS and online monitoring software, signposting academies to ongoing training available through the MIS provider
  - the effectiveness of academy filters and monitoring systems
  - regular on site monitoring visits
  - quality assurance through Trust escalation where appropriate
  - provide ongoing support and quality assurance for online MIS
- Commission regional support, training and case supervision through the Safeguarding Ambassador Role - Appendix D
- Broker and monitor the effectiveness of support for any aspects identified
- Agree and monitor the SWG national and regional training programme to support DSLs across the Trust
- Support the Principal, the DSL and Deputies regarding escalation of child protection/safeguarding child issues
- Provide guidance and advice on appropriate risk assessments for any

before, during or after school clubs or activities when internally or externally led

- Report as appropriate any concerns regarding Principals, including if an allegation is received relating to an incident where an individual or organisation used the academy premises for running an activity for children
- Ensure all Head Office staff, Trustees and Community Council members have relevant training and guidance relating to Safeguarding and Child Protection on induction and regularly thereafter
- 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 procure MIS systems to support the effective monitoring of online safety, ensure consistency and quality of referrals - Appendix D
- Ensure safeguarding training reflects regional and national concerns

3.6. **The Designated Safeguarding Lead (DSL) is responsible for:**

- Ensuring their DSL statutory training is up to date every two years by a recognised provider and their knowledge and skills are refreshed at regular intervals relating to safeguarding issues such as: county lines, CSE, FGM, child-on-child, cyber security training, 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 - Appendix C
- Understanding the filtering and monitoring systems and processes in school and ensuring staff understand their roles and responsibilities around filtering and monitoring
- 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 - Appendix A
- 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, 2023 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 and what action to take to safeguard children in a timely manner
- Ensuring that all staff dealing with child protection and safeguarding incidents have suitable support to maintain their own wellbeing

- Advising staff, volunteers, visitors, sessional workers, agency staff and professionals from external agencies 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
- Support the Principal by regularly quality assuring the quality and effectiveness of safeguarding records on the Trust wide MIS, ensuring actions are timely and appropriate
- Monitor and address persistent absence, identifying any abuse and in the case of absent pupils, aiming to prevent them from becoming a Child Missing Education (CME) in the future - KCSIE paragraph 178
- 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 throughout the year, 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 and between Trusts where appropriate
- Ensuring all staff use the Trust online MIS recording system appropriately and information is regularly monitored for alerts, patterns and timely intervention
- Ensuring responses to concerns raised by online monitoring are in line with Trust policy

3.7. 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 Trust ensures there is a named Trustee for safeguarding.

3.8. The Trust staff (including volunteers, visitors, sessional workers, agency staff and professionals from external agencies) will be informed of the DSL's and Deputy DSL's name(s) and the academy's procedures for the safeguarding of children.

3.9. Through their day-to-day contact with pupils and direct work with families all staff have a responsibility to:

- Provide a safe environment in which children can learn
- Recruit the right people to work and volunteer with children
- Prevent and respond to bullying
- Respond to concerns about online abuse
- Contact Police directly if they have concerns about FGM
- Ensure photographs and images of children partaking in school activities are taken, stored and shared appropriately in line with parental/carer permissions
- Identify abuse and respond early to prevent this from escalating
- Identify children who may benefit from early help
- Recognise and monitor children with additional vulnerabilities such as SEND, Children Looked After (CLA) and post CLA, children who may be susceptible to extremist ideology and radicalisation, Persistent Absentees and CME
- Know children can abuse other children inside and outside of school and online, staff must be clear on how to prevent and respond from this
- Know what to do if a child tells them that they are being abused or neglected
- Follow the local referral process if they have a concern - **Appendix A**
- 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:
  - TEFAT values
  - Safeguarding and Child Protection policy
  - Whistleblowing policu
  - Behaviour policy
  - 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 2022 part one and should sign a declaration to confirm this
- Be alert to the signs of harm and abuse
- Understand their role and responsibilities around filtering and monitoring as part of online safety
- 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 or they feel their concern has not been responded to
- Report any concerns regarding FGM directly to the Police
- Have regard to their personal conduct and conform to the standards expected by the academy as set out in this policy aligned with TEFAT values
- 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, including if an allegation is received relating to an incident where an individual or organisation used the academy premises for running an activity for children, 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 and ensure roles and responsibilities with regards to safeguarding are understood and adhered to
- Read and follow the individual academy's referral procedures and any associated documentation which must be made available for staff reference - **Appendix A**
- Complete refresher safeguarding training annually and full safeguarding training at least every two years utilising DSL/s and Trust Flick Learning online tool **Appendix C**
- Attend a safeguarding child case conference for which they should provide a report if requested. 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 (2023)' (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 specific forms of abuse and safeguarding issues that can put children at risk of harm and/or increase their vulnerability to abuse. These include:
- Bullying and cyberbullying
- Channel
- Child abduction and community safety incidents
- Children and the court system
- Children Missing from Education (CME)
- Child-on-Child Abuse including intra-familial harms
- Child Trafficking
- Children with family members in prison
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Children staying with host families
- Children who attend alternative provision
- Children who have a social worker
- Children with special educational needs and disabilities (SEND)
- County Lines
- Criminal Exploitation
- Cybercrime
- Domestic Abuse - psychological, physcial, sexual, financial or emotional
- Elective Home Education (EHE)
- Emotional Abuse
- Female genital mutilation (FGM)
- Forced Marriage
- Gangs
- Grooming
- Homelessness
- 'Honour-based' abuse (HBA) including FGM, forced marriage and breast ironing
- Host families/guests (whilst children are on exchange visits)
- LGBTQ+
- Looked After Children and Post Looked After Children
- Mental Health
- Modern Slavery
- Neglect
- Non-recent Abuse
- Online Abuse
- Persistent Absence
- Physical Abuse
- Preventing radicalisation
- Private Fostering
- Severe Attendance

- Sexual Abuse
- Serious Violence
- Sexual violence and sexual harassment between children
- Sexting
- Upskirting
- Young Carers

5.   Child-on-Child Sexual Violence and Sexual Harassment

5.1.   We recognise that peer on peer abuse can manifest itself in many ways as outlined further in KCSIE 2023 paragraph 32 to 35. All forms of child-on-child abuse are unacceptable and will be taken seriously. All staff are advised to maintain an attitude of 'it could happen here' and remain vigilant.

5.2.   We recognise sexual violence and sexual harassment can occur between two children of any age and sex including those of primary school age within school, outside of school and/or online. They can occur online and face to face (physically and verbally) and are never acceptable.

5.3.   The Trust and academy will create a protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.

5.4.   Academies will provide training for staff on how to manage a report of sexual violence or sexual harassment, including measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe.

5.5.   All academies must follow the statutory guidance in KCSIE, 2022 relating to how to respond to all signs, reports and concerns of child-on-child sexual abuse as outlined in Part 5 paragraph 446 to 558 including:

- What schools should be aware of
- Sexual Violence
- Consent
- Sexual Harassment
- Harmful Sexual Behaviour
- Preventing Abuse
- Responding to reports of sexual violence and sexual harassment
- Online Harassment
- Immediate Response
- Confidentiality and anonymity
- Risk Assessment
- Action following a report including welfare of the perpetrator/s and victim/s
    - Managing and Referrals
    - Reporting to the Police
    - Unsubstantiated, unfounded, false or malicious reports
    - Ongoing Support and Considerations
    - Sanctions
    - Working with Parents/Carers
    - Safeguarding other children

5.6.   Decisions will be made in close liaison with external agencies, including police and social care, when appropriate.

5.7.   Academies will provide high quality Relationships and Health Education (RHE) and the local curriculum will include information and materials that support children in keeping themselves safe from abuse, including abuse from their peers in and out of school and online.

5.8.   Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

6.   British Values, Radicalisation and Extremism

6.1.   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.

6.2.   The academy will have identified a member of staff as Prevent lead. 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.

6.3.   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

6.4.   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

6.5.   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 on how academies should support the spiritual, moral, social and cultural (SMSC) development of pupils. Promoting Fundamental British Values as part of SMSC in schools, Nov 2014

6.6.   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.

6.7. 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. Providing academies with support, where requested to complete and regularly review the TEFAT Prevent Risk Assessment Template - **Appendix E**
- 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 monitor children susceptible to extremist ideology and radicalisation
- 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

7. Allegations of Abuse

7.1. 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 with clear details of action taken and outcomes. The DSL will deal with the allegation in accordance with the academy's procedures.

7.2. 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.

7.3. 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.

7.4. 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.

7.5. 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.

7.6.   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.

8.   Allegations Against Staff

8.1.   The academies operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in Education', 2023 p51. This section should be read in conjunction with the Trust's Safer Recruitment Procedure and associated guidance

8.2.   All staff must always respond to allegations of abuse of a child made against members of the staff (including supply staff and volunteers) that meets the harms threshold as set out in Keeping Children Safe in Education, 2022, Part Four, Section One. 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 and decision making regarding thresholds. The Principal must inform the Trust HR Director or the Trust DSLs immediately. The Principal will then receive guidance from the Trust's central HR Team following the advice from the DO

8.3.   All staff must report concerns/allegations against the Principal to the Trust named DSL, Deputy DSL or Trust HR Director. The academy will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2022. 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

8.4.   Allegations made against staff include where a member of staff or adult 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

8.5.   Whilst academies are not the employer of staff from external agencies such as 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'. Paragraph 377 KCSIE 2023

8.6.   The Principal must ensure that all allegations are reported to the LADO and Trust within one working day. The LADO will advise on all further action to be taken.

8.7. Where staff identify a child has been harmed, they should contact children's social care and the police immediately.

8.8. 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. Where staff feel unable to raise an issue with the Trust or feel their genuine safeguarding concerns are not being addressed, the NSPCC Whistleblowing Advice line is available.

8.9. Further guidance can be found in the Trust policy entitled 'Allegations Against Staff or Volunteers'.

8.10. Low level concerns (Part Four, Section Two) that do not seem to meet the harms threshold should be reported to the Principal, who should seek advice from the Trust HR team. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

8.11. The Trust will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college may have acted in a way that:
● is inconsistent with the Trust Values and staff conduct expectations , including inappropriate conduct outside of work; and
● does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

8.12. All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

8.13. Trust HR will advise on where these records are kept, they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

8.14. The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the school/college to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school/college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

8.15. Schools should ensure that **all** workers, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers. As part of the Induction process, all workers, paid and unpaid, will receive guidance about how to create

appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

8.16. The academy will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

9. Support

9.1. 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
- Providing curricular opportunities to encourage self-esteem and self-motivation
- 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
- Liaison with the senior mental health lead where safeguarding concerns are linked to mental health in school for advice on case management
- Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services,
- Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Considering the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances such as children with disabilities, additional needs of special educational needs.
- Referring to KCSIE, 2023 paragraph 20 when considering potential alerts for children who may benefit from Early Help intervention.
- Ensuring that as part of the PSHE curriculum, staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as: how to recognise if

they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how to recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

- Provide additional training to staff and support for pupils who may have communication difficulties whilst recognising they are vulnerable to abuse because they are unable to express themselves to others.

9.2. Staff

Staff receiving a disclosure or observing signs of abuse can be very distressing. The Principal 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 Safeguarding Working Group (SWG) for Safeguarding and Child Protection provides a supportive forum for DSLs to discuss practice, anonymised cases and to share resources.

10.   Staff Conduct

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

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

10.3.   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.

10.4.   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.

10.5.   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.

10.6.   There are circumstances where staff working with children displaying extreme behaviour can legitimately intervene by using restrictive and nonrestrictive physical interventions. In such circumstances any staff may do so and must adhere to Trust and local academy policy and procedures referring to statutory guidance [Use of Reasonable Force in schools](#).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 guidance.

10.7. 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.

10.8. At all times staff must adhere to the Trust and academy policies 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.

11. Record Keeping, Confidentiality and Information Sharing

11.1. The academy will keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken with outcomes), even where there is no need to refer the matter to Social Care immediately. Language used should be professional, factual and non-inflammatory. Principals must regularly quality assure the internal record keeping effectiveness (3.5).

11.2. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Concerns and referrals will be stored on the MIS in a separate safeguarding file for each child.

11.3. Records will include:
- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a detailed body map, where appropriate;
- a note of any action taken, decisions reached and the outcome.

11.4. A historic hardcopy of previous safeguarding files should be kept confidential and stored securely, away from pupils' standard school files. Electronic records are stored on an identified, purpose-built, secure platform (My Concern)

11.5. The academy will ensure all relevant safeguarding records are sent to the receiving school or establishment when a pupil moves schools, within five days, in accordance with 'Keeping Children Safe in Education, 2023, paragraph 122

11.6. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file.

11.7. Receiving academies should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) are aware as required.
.
11.8. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

11.9.   The DSL will make parents/carers aware that such records exist, except where to do so would place the child at risk of harm.

11.10.   All actions, decisions and information shared will always be 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...'

11.11.   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 whilst ensuring key information is shared with staff to support the monitoring and safeguarding of vulnerable children.

11.12.   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.

11.13.   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 and as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2023.

11.14.   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. If in doubt the Trust Data Protection Officer Jem.Shuttleworth@elliotfoundation.co.uk should be contacted for further advice and guidance.

11.15.   Personal information about all children and their families is confidential and is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018. 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

11.16.   If a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Principal.

11.17.   The DSL will ensure that staff are clear with children that they cannot promise to keep secrets.

11.18.   In cases where the 'serious harm test' is met, academies must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt academies should seek advice from the Trust Data Protection Officer.

11.19.   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

12.   Children Missing Education

12.1.   Knowing where children are during school hours is an extremely important aspect of Safeguarding. Persistent absence and 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.

12.2.   All academies work with us to monitor attendance carefully, be mindful of signs of abuse, and address poor or irregular attendance without delay.

12.3.   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. A Risk Assessment should be completed prior to the visit - see **Appendix F.** This check may be conducted by the academy, or by the police or a social worker.

12.4.   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 - **Appendix G**.

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

12.6.   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.

12.7. 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.

13.   Working with Parents/Carers

13.1. 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.

13.2. 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.

13.3. DSLs will undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.

13.4. DSLs will discuss with Children's Social Care if the academy believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime.

13.5. The academy will record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

13.6. If a parent/carer of a child with an Education, Health and Care plan (EHCP) expresses their interest to educate their child at home, the academy must inform the Trust and LA. The LA will need to review the plan and work closely with the parent/careers (KCSIE paragraph 178).

14.   Equal Opportunities

14.1. 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.

14.2. The academy will promote equality of opportunity and diversity, ensuring children are supported to understand, appreciate and respect difference in the world. All staff are responsible for ensuring respect for the different legally

defined protected characteristics and taking action where necessary to ensure that no forms of discrimination will be tolerated.

15.   Online Safety

15.1.   The risks posed by online activity are a major safeguarding risk to children and must be taken seriously. Academies must adhere to the TEFAT Online Safety Policy, May 2022.

15.2.   At times, children and teachers may work remotely, the academy monitoring system will monitor academy devices and academy accounts. Additional Trust guidance is available for staff and can also be accessed through the NSPCC, Undertaking Remote Teaching Safely, April 2021.

15.3.   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 Trust we use monitoring software which raises alerts directly to the Principal and DSLs.

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

15.5.   The Online Safety leader must take responsibility for promoting online safety inside and outside the academy. Parents/carers should be supported with information on how to keep their children safe online. This may be via DSL or an additional member of staff.

15.6.   The Online Safety Leader, as with all staff, must know their own academy approaches filtering and monitoring on school devices and school networks and the process for reporting concerns.

16.   Monitoring and Review

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

16.2.   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 Working Party regional and national meetings, Regional Director visits and Peer to Peer culture safeguarding reviews.

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

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

17.1. 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 2022 and relevant legal framework.

17.2. 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.

17.3. 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.

Escalation Chart:

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, agency/supply staff, volunteer or visitor within an academy	Report the concern to the Principal of the Academy, the Trust DSL, the HR Director and the *Local Authority Designated Officer (LADO) NB: including if an allegation is received relating to an incident where an individual or organisation used the academy premises for running an activity for children
The Executive Principal or Principal of an academy	Report the concern to the Trust DSL and the HR Director and the *Local Authority Designated Officer (LADO). NB: including if an allegation is received relating to an incident where an individual or organisation used the academy premises for running an activity for children
A member of TEFAT Head Office staff	Report the concern to the Trust CEO and to the

	Trust DSL. *NB If the concern relates to a Trust DSL the concern must be reported to the Trust CEO and Trust HR Director.*
The CEO	Report the concern to The Chair of the Trust Board and to the Trust DSL.
A member of the Board of Trustees	Report the concern to The Chair of the Trust Board and to the Trust DSL.
The Chair of the Trust Board	Report the concern to the LA Designated Officer (formerly known as LADO) in relation to the Trust registered address and to the Department for Education (DfE).
*Referral is made to the LADO if the allegation may meet the harm threshold (KCSIE 2023 p87). 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.	

Appendix

Content   Appendices