



EBOR ACADEMY TRUST

Policy Number

4A

Safeguarding First Principles
(including Appendix A: Sexual Harassment and Abuse in Schools)
NOTE: To be read with Child Protection & Safeguarding Policy

Approved By: Ebor Academy Trust Board of Trustees

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1. Guidance for all staff, trustees, governors, and volunteers

- 1.1 Ebor Academy Trust places a high priority on ensuring that child protection procedures are in place. We undertake Disclosure and Barring Service (DBS) checks and make our recruitment processes robust so that children are safeguarded and feel safe in the academies within the Trust.
- 1.2 We also endeavour to ensure that adults and apprentices who work with children also feel safe, without fear of being subject to allegation. This document provides advice and guidance for all staff, governors, students and volunteers in a number of important areas which they should follow so that they can carry out their role in a safe and supportive environment.
- 1.3 Where the term “adult” is used in this document it should also be read to include an apprentice or volunteer under the age of 18. It therefore includes all staff, volunteers, agency staff or any other person visiting the school who is in school alongside the children. That said, it should be appreciated that some apprentices or volunteers in a school may occasionally be under the age of 18 themselves. In such cases, this policy applies equally to them as children.
- 1.4 It is extremely important that staff raise safeguarding concerns with the Designated Safeguarding Lead. If, for some reason, the Designated Safeguarding Lead is unavailable then they must contact a member of the safeguarding team in each academy, as soon as possible. This is particularly important if another adult is seen acting in a way that could give rise to an allegation of physical or emotional harm. **Do not ignore this situation.**
- 1.5 The privacy of staff, governors, students, volunteers and children should be respected at all times and photographs of them must not be published without their permission, including posting on social media websites, the internet or via a mobile phone.
- 1.6 All adults working in the school in any capacity should protect all personal social media sites and pages, using the highest level of privacy and protection settings.
- 1.7 Confidential discussions about children, staff, governors, students and volunteers should not be discussed/repeated in school and outside of school. Disciplinary procedures may be implemented if this is discovered.
- 1.8 Cameras should not be used in school by any member of staff, volunteer, student or governor, unless agreed and with the permission of the class teacher.

2. Good practice in adult behaviour in schools

- 2.1 All adults, paid or unpaid, working in an academy within the Trust are expected to exhibit a high standard of conduct, provide a good role model and behave in a mature, safe, fair and considerate manner. Adults are asked not to behave or dress in such a way that could lead a reasonable observer to question conduct, intentions or suitability to care for other people’s children. It is important that those working in the school are not sarcastic and do not make remarks or jokes to colleagues, parents or students/pupils of a personal, sexual, discriminatory, intimidating or otherwise offensive nature.

- 2.2 Mobile phones should never be used in the presence of children (particularly in lessons), or in areas where children frequent, such as corridors. Phones should only be used in empty classrooms or in the staff room/school office. Adults should also not make arrangements to contact, communicate or meet with students/pupils or parents outside of school through the use of email, texting, other electronic messaging systems and social networking sites. Adults should **never** give out their personal telephone number or email addresses to students/pupils and parents to communicate with them by text or via the internet.
- 2.3 Adults should only touch students/pupils or other adults for professional reasons and when it is necessary and appropriate for the students/pupils, parents or a colleague's wellbeing or safety (such as comforting a child after a fall, or when a colleague is extremely upset).
- 2.4 Any form of physical intervention should always be a last resort and must be carried out by a trained or senior member of staff. In the event that physical intervention is required as an emergency response, then this must be immediately reported to the Headteacher of the school. Whenever physical intervention takes place the required physical intervention reporting form must be completed and parents and carers should also be informed. If a child requires regular physical intervention, then a physical intervention support plan must be produced and parental consent sought.
- 2.5 When working one-to-one with children, adults should ensure, where possible, that this takes place in a public place e.g. the hall, library. If it cannot be avoided and they have to work alone with a child in a room that has not had glass panels fitted, adults should ensure that they behave in a mature, respectful, safe, fair and considered manner. Glass panels in doors should not be covered with posters – it is important that interactions are open and as visible as possible.
- 2.6 When filming and/or photographing children, adults should always be clear about the purposes, particularly to the students/pupils and make sure that there is clear educational justification for any photography or filming of students/pupils. The school holds details of Data Protection photographic permission on each child's admission form to school and these should always be referred to, especially when there are any plans to publish any photos. No filming of children should take place on personal devices and consent must always be sought.
- 2.7 Trust staff should not offer to provide transport to children or families. In exceptional circumstances the Headteacher may agree to doing this alongside written consent from parents/carers. In this eventuality no member of staff must travel alone with a child or parent. A risk assessment must be approved by the Trust safeguarding lead.

3. Responding to a child's emotional or physical needs

- 3.1 Every day, adults in school will respond to children's emotional and physical needs. This could be for a variety of reasons, including when a child is distressed, has intimate care needs, is a victim of bullying, experiencing parental separation or bereavement or when a child has chosen to make a disclosure to you. Adults should always avoid behaviour that could be interpreted as physically intrusive and (where possible) avoid being isolated with a child especially in toilet areas, which should be entered (where possible) with another staff member.

- 3.2 Those adults carrying out personal care tasks that students/pupils cannot carry out for themselves will need to ensure they are adopting safe working practice at all times. No adult must be alone whilst carrying out intimate care for a child.
- 3.3 Adults who need to carry out intimate care of children should only touch for professional reasons and when it is necessary and appropriate. Children should be encouraged to undertake this themselves in the first instance. Adults should wear appropriate equipment to undertake such an activity (gloves, aprons) and ensure that waste is disposed of in the appropriate bins (reception toilet area). Where a child requires regular personal or intimate care then a personal care plan must be prepared and parent/carer consent must be granted.
- 3.4 Adults should be careful about physical contact with students/pupils, particularly in one-to-one situations. Where possible, children should be comforted by talking to them and reassuring them. Limited physical contact is appropriate on occasions (arm on shoulder, or nursing a distressed child), but adults must be careful that the intention cannot be misinterpreted.
- 3.5 If a child makes a disclosure the child who discloses the information should be reassured, told that they were right to do so and that they are not to blame, and take what the child says seriously. It is important to listen rather than ask direct questions to what is being said without displaying shock or disbelief, accept what is being said and allow the child to talk freely. The adult should explain what has to be done next and who has to be told and a written record then made. Information should be passed without delay to the Designated Safeguarding Lead or in their absence, the deputy safeguarding lead.

4. Responding to problematic behaviour

- 4.1 There will be times when a child may display problematic behaviours which could include being aggressive to staff/ children/ parents, sexualised behaviour towards staff/ children/ parents, or disruptive behaviour. This must be responded to, in accordance with the behaviour and wellbeing policy.
- 4.2 Adults should not ignore a situation where a pupil or a parent is acting in a threatening manner, nor should they risk an escalation of the situation by shouting back. The policy is to remain calm and use a calm but clear voice at all times. It is always better to aim to diffuse the situation or prevent the pupil being hurt – adults have a legal duty to do so. Staff should calmly acknowledge that the individual is upset and suggest that they leave the area to “cool down”. We ask adults to only intervene physically if absolutely necessary. As outlined above, procedures for physical intervention including record keeping must be followed. In such cases the adult should ensure they safeguard themselves at all times. A trustworthy pupil must be sent to find help immediately if there is no other adult available, making clear the urgency of the situation.
- 4.4 Where there may be a child in the school who is known to abscond or try to run out of the school building and off the premises, an immediate and responsive risk assessment must be implemented. Where a child is known to be a flight risk, staff should follow the guidance as set out in that child’s individual behaviour management plan and or risk assessment. Where a child may try to abscond from the school site in a manner that is unexpected and unplanned, staff are reminded to not run after the child, or escalate that child’s emotional state. A member of the school’s leadership must be notified immediately. If a child does escape from the school site then the police and the child’s parent/carers must be contacted. Where possible two adults should follow the child and track them from a safe distance.

5. Engaging Families

- 5.1 Ebor Academy Trust is committed to working in partnership with families to engage them in their child's learning and the life of the school. This will mean not patronising parents and trying at all times to be good role models. It's always better to discuss a child with their family out of the sight and sound of other parents and care should always be taken regarding the language used when talking to parents. For example, it is much better to use early intervention and support rather than blame and shame. However, on rare occasions staff may have to deal with difficult and hard-to-reach families and may experience aggression such as parents shouting at staff or children/parents on the school site. Where a school feels it is appropriate the Trust has a policy for managing abusive and violent parental behaviour.
- 5.2 Any adults who find themselves in this situation should aim to diffuse the situation e.g. calmly acknowledge that the individual parent is upset and suggest that they leave the area, move to another area such as the Headteacher's office or a pastoral base if available. No adult should ever risk escalating a situation by shouting back but should call for assistance, making clear the urgency of the situation.

6. Equality and Diversity

- 6.1 Schools within Ebor Academy Trust are inclusive and adults should follow the Equality Policy and treat everyone respectfully, irrespective of what they believe personally. In our schools adults will come across cultural differences in childcare or parenting practices, different religious practices and spiritual needs, or a clash of cultural beliefs, such as the role of men/women. All should be respected. However, it is possible that despite the work of the school to promote equality and diversity there may be incidents of bullying, racism, homophobia or other unacceptable behaviour. For example, adults may hear a child calling another a racist name, or insulting another because of their sexuality or special needs.
- 6.2 If adults need to respond to oppressive/discriminatory behaviour they should approach it with sensitivity, remain calm and use a calm but clear voice at all times. They should always make it clear that it is unacceptable behaviour and give both sides a chance to tell their point of view. Both parties should be told that the incident will be investigated thoroughly. The Headteacher must be informed as soon as possible of the incident, all appropriate record keeping regarding any incidents must be completed.
- 6.3 Any incidents of bullying, racism and or derogatory language must be responded to, reported and recorded in line with the behaviour policy. A child's parents or carers must be informed. Once investigated this kind of behaviour may be subject to a fixed term suspension.

I have read and will observe the Safeguarding First Principles

Signed.....

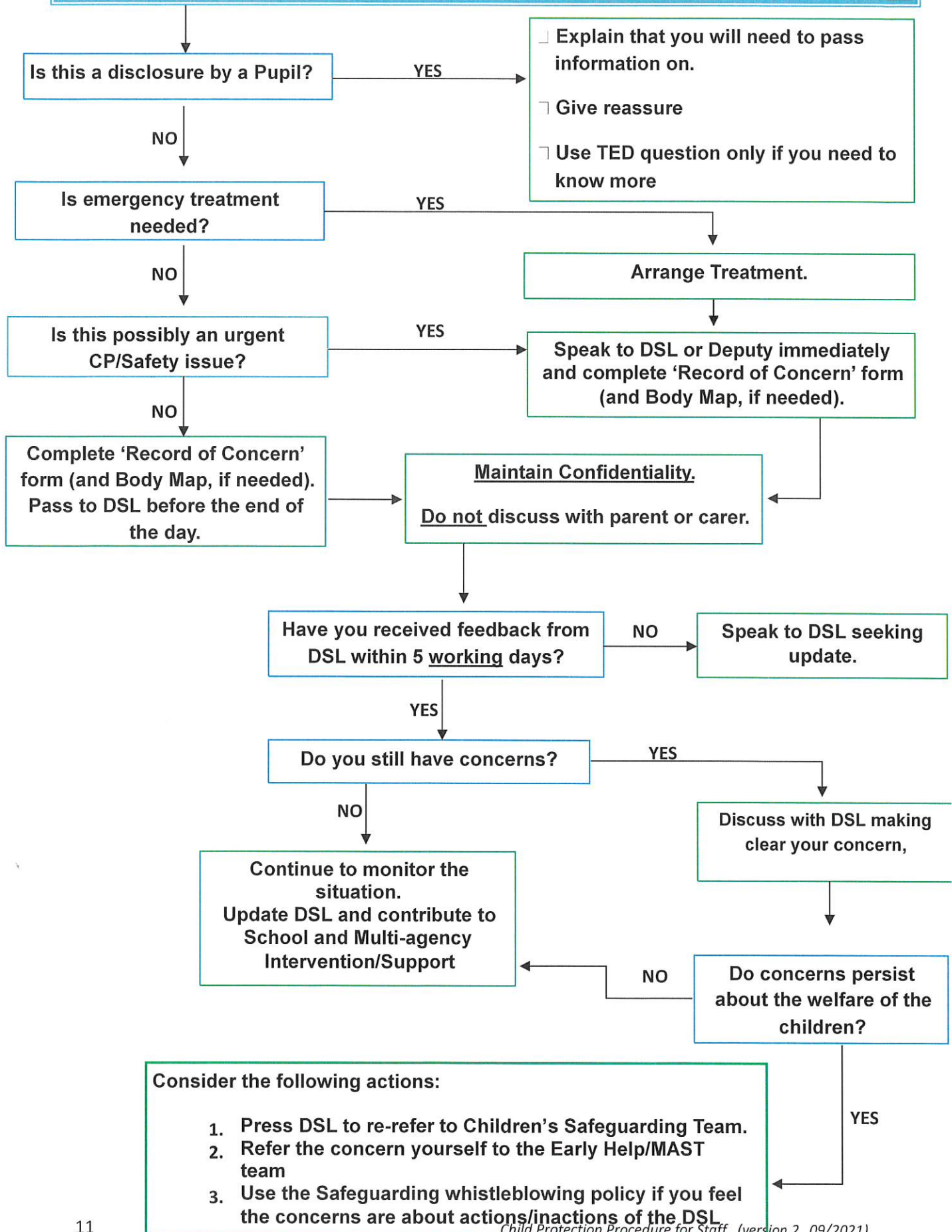
School Name:

Position:

Date.....

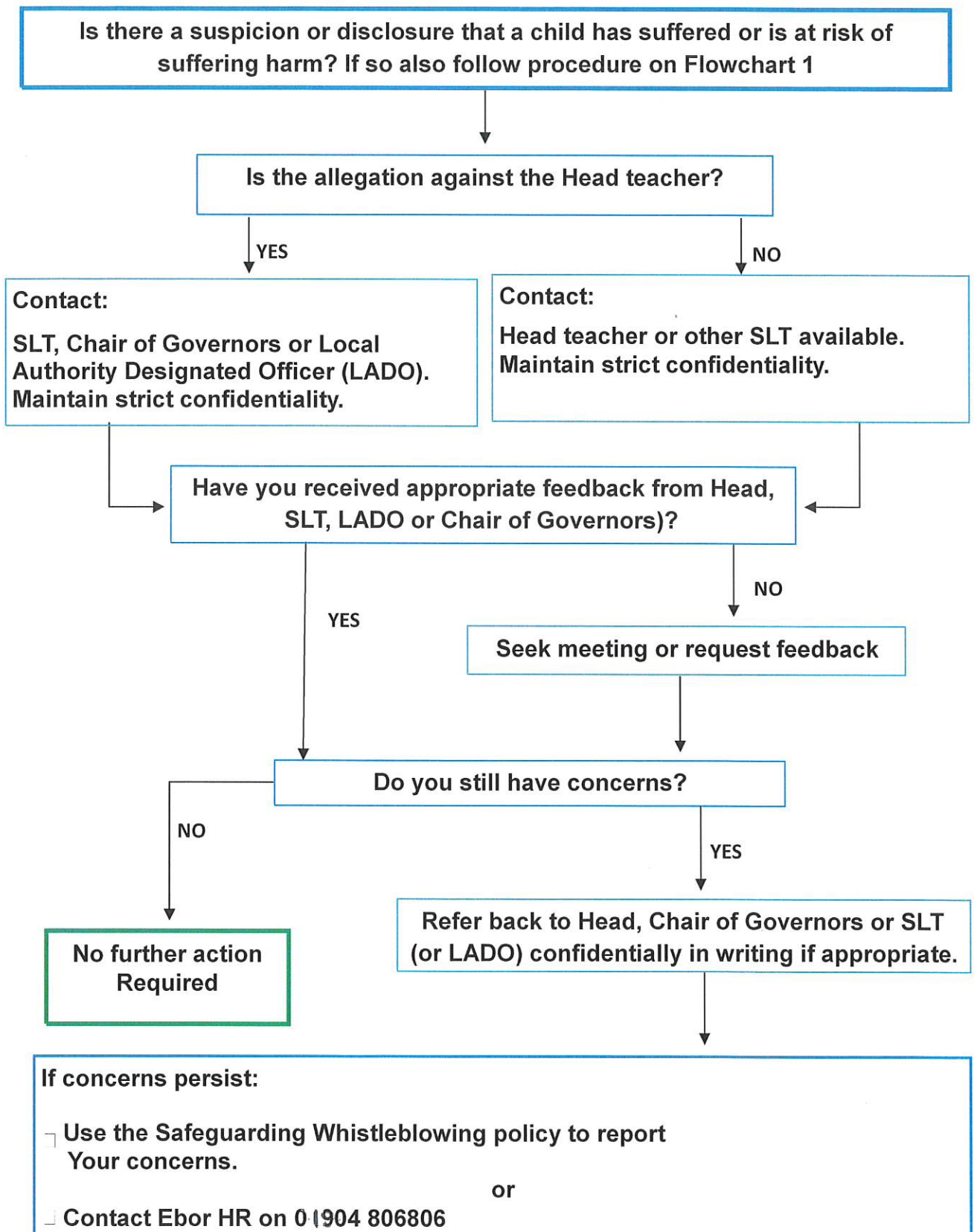
Please Note: Trustees of Ebor Academy Trust have overall responsibility for this policy, however where applicable responsibility is delegated to the individual school's Governors.

Flowchart 1:
Suspicion or disclosure that pupil has suffered or is at risk of suffering harm.
What you must do:



Flowchart 2:
When you have a concern, disclosure or allegation about inappropriate or abusive behaviour towards children by a member of staff or volunteer.

What you must do:



2022/23

Responding to concerns or disclosures

Decision to involve other agencies

The DSL (or deputy) will collate all documents/responses and record all interactions and investigations on CPOMS. The DSL (or deputy) will discuss the allegations with the Headteacher or other suitably qualified member of SLT and DMAT safeguarding lead. A decision will be made as to whether the allegation can properly be managed internally or whether other agencies should be involved. Guidance on decision making can be found paras 6 & 8,

Victim(s)

Immediate provision must be made for their physical and emotional safety. This may include being removed from lessons and offered a safe space in school. They should then be given the opportunity to write a statement (or to explain their allegation to a trusted adult of their choosing who will keep a record) recording it directly onto or scanning/uploading a written account into CPOMS. This may need to take place later in the presence of a family member.

Alleged perpetrator(s)

The DSL will make an immediate Risk Assessment taking into account the age of the victim and perpetrator. Action may need to be taken to consider the possible isolation of the alleged perpetrator.

Staff receiving disclosure

Staff must be given the time and space to write their account of the disclosure as soon as is practicable. They must be advised to write in detail and to indicate where they have used the student's words verbatim. This should be recorded on CPOMS directly or in scanned/uploaded facsimile.

Victim(s)

Arrangements will be made for families to be notified of the allegation. Safety and support advice will be given to families and a member of SLT will be assigned as their main contact. A record will be kept on CPOMS

Alleged perpetrator(s)

Arrangements will be made for families to be notified of the allegation. Safety and support advice will be given to families and a member of SLT will be assigned as their main contact. A record will be kept on CPOMS.

Staff receiving disclosure

The DSL or deputy will discuss the written statement given by the member of staff to ensure clarity. Support and guidance will be offered to the member of staff, including a named member of SLT for ongoing support if necessary.

Next steps

The DSL will lead on planning, to include:

- Appropriate support for the victim(s) and staff and appropriate support and sanctions for the perpetrator(s).
- Ongoing risk assessment and control measures.
- Consultation with parent/carers
- Investigation of the allegation and decisions on next steps.
- Consultation with children's social care and or the police
- Inform Trust lead for safeguarding

Agency	Role	Contact details
School Designated Safeguarding Lead (DSL)	Headteacher Angela Clark	01723 344649 a.clark@ebor.academy
Deputy DSL	Deputy Headteacher Hannah Stubbs	01723 344649 h.stubbs@ebor.academy
Designated Safeguarding Governor	Christine Wilson	01723 344649 c.wilson@ebor.academy
Designated looked-after child teacher	Support Looked After Children or formerly LAC	Headteacher a.clark@ebor.academy
Chair of Governors	Christine Wilson	01723 344649 c.wilson@ebor.academy
Trust Safeguarding Lead	Rebecca McGuinn	r.mcguinn@ebor.academy 01904 806806
Local Safeguarding Team	Early Help Team North Yorkshire Safeguarding Partnership NYSCP (according to LA)	01609 543852 01609 780780
Local Authority Designated Officer	referral of allegations against staff and volunteers	01609 533080 Duty LADO