Safeguarding and Child Protection Policy

Document Control

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

Table of contents

Related policies and documents

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

Definitions

- Where the word 'Trust' is used in this document it refers to The Elliot Foundation Academies Trust.
- Where the word 'Principal' is used it refers to the school leader of an individual academy and/or federated academy within the Trust.

Elliot Foundation Academies Trust Vision and Values

Vision

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

Values

For children

We help children to discover themselves and aspire beyond any limitations that their context might appear to place upon them. We help them understand that they can be, 'Heroes of their own lives' building the foundations for healthy and successful lives.

For schools

In addition to the essential functional skills of reading, writing and mathematics, children need to learn how to learn and to believe that they can continue to do so. They must also possess the critical thinking skills to sift fact from fiction to be able to think for themselves, freely and creatively.

For success

To thrive, whatever their chosen path, children need confidence, curiosity and commitment. We will nurture these attitudes across all their learning experiences

For communities

Children at Elliot schools will be raised with an awareness of the world around them and their role in shaping a better future through volunteering and contributing in their communities.

1. Policy statement and objectives

1.1. The Trust and its constituent academies fully recognise our legal responsibilities for safeguarding children and child protection, as set out in the policy legal framework above.

1.2. The objectives of the policy are to:

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

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 unless there's a good reason not to. If academy staff believe there is any reason not to follow any aspect of this guidance they should immediately contact the local authority designated officer (LADO) and the Trust Head Office.

2.3. Principles underpinning the aims:

- The welfare of the child is paramount; children must be listened to
- It is the responsibility of all adults who work with children to safeguard and promote the welfare of children and to take action where children are at risk from harm
- Safeguarding goes beyond implementing basic child protection procedures, it is an integral part of all activities and functions of the Trust

- Staff are responsible for their own actions and behaviour and should avoid any conduct which might lead any reasonable person to question their motivation and intentions
- The same professional standards should be applied regardless of culture, gender, language, disability, racial origin, religious belief and/or sexual identity
- Academies and staff should continually monitor and review their practice in the light of this policy, taking particular care to ensure that all areas are addressed.

3. Staffing and Strategic Responsibilities

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

3.2. The 2019 Keeping Children Safe in Education guidance refers to the 'Designated Safeguarding Lead'. The guidance sets out the expectations and scope of the role.

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

3.4. The Principal must ensure that:
- They maintain Designated Safeguard Lead (DSL) training her/himself; the DSLs must have appropriate DSL training including: safer recruitment, preventing terrorism, specific issues such as FGM and CSE, online safety and SEND training
- All adults have an understanding of Trust and academy policies relating to the safety and wellbeing of children including guidance listed in 'Related documents and policies' above
- There is appropriate induction and training for all staff for safeguarding to ensure all staff have the knowledge, skills and understanding to keep children safe including vulnerable pupils such as those previously looked after and SEND
- That the academy has a minimum of three staff members trained to Level 3 as a DSL for Child Protection, with one as a named 'Lead DSL' and one as a named 'Deputy DSL'. The Lead DSL and Deputy DSL role should be explicit in the postholder's job description
- The academy has their own behaviour policy and safeguarding response to children missing education. The policy should identify the DSL and Deputy/ies as well as their role
- The academy always has at least one DSL on site and all staff should know who the DSLs in the academy are and should know that they are the referral route for any concerns

- They and the DSLs are all familiar with the local procedures and referral routes governed by Local Authority Safeguarding Partnerships previously known as Local Safeguarding Children's Board (LSCB)
- They hold more than one emergency contact number for pupils where possible
- 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'. The curriculum will support the development of self-esteem, respect and conflict resolution to support pupils to challenge, question and make informed choices. All pupils will be taught about safeguarding and how to keep themselves safe in a range of situations

3.5. The Trust will:
- Monitor academy statutory safeguarding compliance through the Trust Safeguarding Audit tool annually and through regular Progress Partner and Regional Director Visits
- Broker and monitor the effectiveness of support for any aspects identified
- Agree and monitor the Safeguarding Special Interest Group (SIG) national and regional training programme to support DSLs across the Trust
- Liaise with the Principal, the Lead and Deputy DSL over child protection/safeguarding child issues
- Report as appropriate any concerns regarding Principals to the LADO for the specified region
- Ensure all Head Office staff and Trustees have relevant training and guidance relating to Safeguarding and Child Protection
- Provide clear guidance on and monitor the completion of statutory checks on the suitability of adults to work in school
- Provide safer recruitment training and support to school leaders to ensure adherence to safer recruitment practices
- Centrally fund and procure MIS systems to support the effective recording and referral of concerns and to support the quality assurance of safeguarding training across the Trust

3.6. The Principal will:
- Ensure their DSL statutory training is up to date every two years
- Ensure they have statutory training for themselves and staff including: safeguarding awareness, safer recruitment, preventing terrorism, specific issues such as FGM and CSE, online safety and SEND training
- Identify named staff for the role of: DSL, Deputy DSL, responsibility for looked after and post looked after children, Prevent Officer and Online Safety Coordinator ensuring the Trust records are updated accordingly
- Determine appropriate procedures for attending and contributing to case conferences and interagency meetings
- Maintain accredited Safer Recruitment training and have a valid certificate to confirm this

- Ensure safer recruitment practices are adhered to when appointing new staff, volunteers and authorising visitors to the academy
- Ensure policies and procedures adopted by the Trust to safeguard and promote the welfare of children and staff are fully implemented and followed by all staff, including volunteers
- Ensure 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
- Ensure all staff and volunteers know how to and feel safe when raising concerns about unsafe practice in regard to safeguarding and promoting the welfare of children and that concerns will be treated sensitively and effectively
- Ensure all staff and volunteers know further guidance relating to raising concerns can be found in the Trust Whistleblowing Policy
- Ensure all parents are carers understand the academy's responsibility to promote the welfare and safety of pupils and know how to raise concerns regarding pupils at the academy
- Determine an appropriate training programme in consultation with the DSL to include the most recent guidance in Keeping Children Safe In Education, September 2019 including: online safety and SEND
- Ensure all staff will receive full safeguarding training annually and at least every two years utilising DSL/s and the Trust Flick Learning online tool, keeping a record of training undertaken, personnel and dates completed
- Ensure that the DSL prepares and publishes academy referral procedures for reporting and dealing with safeguarding and child protection issues in line with this policy
- Ensure that 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
- Ensure alternative provision providers meet the needs of the pupil/s and obtain written confirmation that appropriate safeguarding checks have been carried out on staff working at the provision
- Ensure staff are familiar with and effectively use the Trust MIS system named 'My Concern' for monitoring and reviewing safeguarding
- Ensure processes are in place to identify children who may benefit from early help and ensure effective information sharing with external agencies
- Report annually to the governors on the working of the policy
- Promptly deal with allegations of abuse in accordance with procedures agreed by the Trust policy and locally owned policy
- Promptly deal with allegations against adults in line with the Trust's Statement for Dealing with Allegations Against a Member of Staff and Safeguarding Partnerships guidance which may include a referral to the LADO

3.7.   The Designated Safeguarding Lead is responsible for:
- Ensuring their DSL statutory training is up to date every two years
- Acting as the first point of contact for concerns and advice relating to keeping children safe
- Preparing and publishing academy referral procedures for reporting and dealing with safeguarding and child protection issues in line with this policy
- Ensuring that all cases of suspected child abuse or safeguarding issues are investigated and dealt with
- 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, 2019 part 1, and maintaining a list of staff who have signed to confirm they have read it
- Ensuring that staff have an understanding of child abuse and its main indicators, as well as broader safeguarding issues
- Ensuring that all staff dealing with child protection and safeguarding incidents have suitable support to maintain their own wellbeing
- Advising staff and volunteers on academy referral procedures and their own safeguarding and child protection responsibilities
- Ensuring all new staff have a full safeguarding induction prior to the commencement of their role
- Ensuring that effective communication and liaison takes place between the academy and the LADO 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
- Consulting with the Principal on the provision of an appropriate training programme for staff, and for logging staff attendance and dates
- Being aware of the latest national, The Trust and local guidance and requirements and keeping the Principal and staff informed as appropriate
- Completing the Trust Safeguarding Audit tool annually and take part in peer to peer safeguarding audits across the Trust
- Ensuring all staff use the Trust online My Concern recording system appropriately

3.8.   The named DSL for the Trust is Caroline Oliver, Regional Director for East Anglia. The Deputy DSL is Travis Latham, Senior Regional Director for West Midlands. The named Trustee for S.32 safeguarding is Sue Nath.

3.9.   The Trust staff (including supply teachers and other visiting staff and those supporting educational visits) will be informed of the DSL's and Deputy DSL's name(s) and the academy's procedures for the safeguarding of children. They must:
- Read and adhere to Keeping Children Safe, September 2019 part 1 and should sign a declaration to confirm this

- Adhere to the Trust and academy locally owned policies and procedures relating to safeguarding and promoting the wellbeing of children and adults
- Be alert to the signs of harm and abuse. They should report any concerns regarding children as soon as possible to the DSL
- Make a referral to the LADO themselves if the academy DSL/s are not available
- Have regard to their personal conduct and conform to the standards expected by the academy as set out in this policy
- Self-declare that they are not Disqualified under the Childcare Act 2006
- 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
- Must inform the academy if their circumstances change in relation to the above
- Must report concerns/allegations against teachers and other staff to the Principal who must immediately report these to Regional Directors or the HR Director
- Must report concerns/allegations against the Principal directly to Caroline Oliver (DSL) or Travis Latham (Deputy DSL) at the Trust or HR Director and the LADO
- Must refer to the Trust Whistleblowing Policy for further guidance when raising concerns confidentially
- Read all relevant national guidance available through this policy and externally
- Read and follow the individual academy's referral procedures and any associated documentation which must be made available for staff reference
- Complete full safeguarding training annually or at least every two years utilising DSL/s and Trust Flick Learning online tool
- May be asked to attend a safeguarding child case conference for which they should provide a report. Staff involved will be helped by the DSL to prepare this
- May raise concerns directly with Children's Social Care Services or the LADO

4. Forms of Abuse

4.1.   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.

4.2.   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

4.3.   The DfE and national organisations e.g. NSPCC provide comprehensive, up to date guidance and practical support on specific safeguarding issues. Pages 89, 90 and 91 from KCSIE provide current guidance on specific forms of abuse.

5.   British Values, Radicalisation and Extremism

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

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

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

- Demonstrating that robust safeguarding policies are in place to identify children at risk, and intervening when appropriate, by referring to Channel for example
- Ensuring clear protocol and checks are in place to ensure any visiting speakers are suitable and supervised in the academy
- Ensuring that fundamental British Values are promoted within the academy curriculum and ethos of the academy

- Ensuring that staff have the knowledge and confidence to identify and intervene when they deem children to be at risk from radicalisation and/or extremism and/or terrorism

6.   Allegations of Abuse

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

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

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

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

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

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

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

7. Allegations against Staff

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

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

7.3. 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 LADO directly in confidence.

7.4. Further guidance can be found in the Trust policy entitled 'Dealing with Allegations Against a Member of Staff'.

8. Support

8.1. **Children and families**

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

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

- The consistent implementation of academy behaviour management policies

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

9. Staff Conduct

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

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

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

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

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

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

9.7. Where children are in some distress and need reassurance some physical contact may be helpful. For some children any physical contact may be construed as a threat, no matter how well intended. Staff must use careful

professional judgement in comforting children in an age appropriate way while maintaining clear professional boundaries.

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

10. Confidentiality and Information sharing

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

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

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

10.4. Safeguarding/child protection records must be kept securely locked. The storage and processing of such information is governed by the Data Protection legislation. The Principal should give clear advice to staff on their responsibilities under this legislation.

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

10.6. 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 LADO, of the transfer
- Work with agencies to ensure vulnerable pupils such as those with SEND or previously looked after, remain safe

11. Missing Children from Education

11.1. Occasionally children may 'go missing' for a variety of reasons. Knowing where children are during academy hours is an extremely vital part of safeguarding as this could be an indicator of abuse, radicalisation and can raise concerns about child sexual exploitation.

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

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

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

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

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

12. Working with Parents

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

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

13.   Equal Opportunities

13.1.   The Trust has an Equality and Diversity Policy to discharge its duties under this policy to school leaders to implement locally in school. Leaders must guard against any assumptions about cultural variation where this maybe in conflict with safeguarding children e.g. FGM.

14.   Online Safety

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

- **Content:**
  Exposure to inappropriate content, including online pornography, ignoring age ratings in games (exposure to violence associated with often racist language), substance abuse, lifestyle websites, e.g. pro anorexia/self harm/suicide sites, hate sites, content validation: how to check authenticity and accuracy of online content
- **Contact:**
  Grooming, cyberbullying in all forms, identity theft (including 'frape' (hacking Facebook profiles)) and sharing passwords;
- **Conduct:**
  Privacy issues, including disclosure of personal information, digital footprint and online reputation, health and wellbeing (amount of time spent online, whether internet or gaming), sexting (sending and receiving of personally intimate images) also referred to as SGII (self generated indecent images), copyright (little care or consideration for intellectual property and ownership – such as music and film).

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

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

15.   Monitoring and Review

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

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

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

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

16.1 The Trust Head Office staff and Trustees fully recognise our legal responsibilities for safeguarding children and child protection as set out in the Trust Safeguarding and Child Protection Policy September 2019 and relevant legal framework.

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

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

Definitions

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

Concern relating to:	Action to be taken:
A pupil or group of pupils in an academy	Report the concern to the Designated Safeguarding Lead (DSL) at the academy and to the Principal of the academy as soon as possible and in line with the academy 'Reporting A Concern' process (detailed in the Academy Locally Owned Safeguarding and Child Protection Policy).

A member of staff, volunteer or visitor within an academy	Report the concern to the Principal of the academy and to the Trust DSL.
The Executive Principal or Principal of an academy	Report the concern to the Trust DSL and the HR Director.
A member of TEFAT Head Office staff	Report the concern to the Trust CEO and to the Trust DSL.
The CEO	Report the concern to The Chair of the Trustee Board and to the Trust DSL.
A member of the Board of Trustees	Report the concern to The Chair of the Trustee Board and to the Trust DSL.
The Chair of the Trustee Board	Report the concern to the LADO in relation to the Trust registered address and to the Department for Education (DfE).