

Safeguarding and Child Protection Policy

Document Control

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Table of contents

Document Control	1	
Table of contents	2	
Related policies and documents	3	
Definitions	3	
Elliot Foundation Academies Trust Vision and Values		4
Policy statement and objectives	5	
Scope and principles	5	
Staffing and Strategic Responsibilities	6	
Operational Responsibilities	7	
Forms of Abuse	10	
British Values, Radicalisation and Extremism		11
Allegations of Abuse	12	
Allegations against Staff	13	
Support	13	
Staff Conduct	14	
Confidentiality and Information sharing	15	
Missing Children from Education	16	
Working with Parents	16	
Equal Opportunities	17	
Online Safety	17	
Monitoring and Review	18	

Related policies and documents

- [Keeping Children Safe In Education, September 2018](#)
- [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](#)
- [How academies should support the spiritual, moral, social and cultural \(SMSC\) development of pupils, November 2014.](#)
- [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](#)
- [The Prevent duty, June 2015](#)
- [The use of social media for online radicalisation, July 2015](#)
- [Use of Reasonable Force in schools, July 2015](#)

Definitions

- Where the word 'Trust' is used in this document it refers to The Elliot Foundation Academies Trust.
- Where the word 'Governing Body' is used it refers to the Local Governing Body of an individual academy within the Trust.
- Where appropriate the Local Governing Bodies of individual academies will publish details of the procedures and practices to implement Trust policies.
- 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 Elliot Foundation (TEFAT) 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 Elliot Foundation 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; and
 - to set out responsibilities of various stakeholders.
 - support TEF 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 Elliot Foundation 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 TEFAT.
 - 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; and

- 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 and the Local Governing Body (LGB).
- 3.2. The 2018 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:**
 - a. they maintain Designated Safeguard Lead (DSL) training her/himself; the DSLs must have appropriate training including online safety and SEND training;
 - b. all adults have an understanding of TEFAT and academy policies relating to the safety and wellbeing of children including guidance listed in 'Related documents and policies' above;
 - c. 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;
 - d. 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;
 - e. 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;
 - f. 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;
 - g. they and the DSLs are all familiar with the local procedures and referral routes governed by the Local Safeguarding Children's Board (LSCB);
 - h. they hold more than one emergency contact number for pupils where possible; and
 - i. all children have access to an appropriate curriculum, differentiated to meet their needs. The curriculum will support the development of self-esteems,

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.

4. Operational Responsibilities

4.1. The Local Governing Body will:

- a. determine the academy's policy and procedures in line with this policy;
- b. ensure a senior leader has DSL responsibility;
- c. appoint a nominated governor to liaise with the Principal, DSL, Deputy DSL and Online -Safety Co-ordinator on safeguarding issues;
- d. receive and consider annually a report from the Principal on safeguarding children in the academy;
- e. be responsible for annually reviewing and amending the academy's locally owned policies relating to safeguarding such as child protection and safeguarding, Code of Conduct and Behaviour, and procedures as appropriate;
- f. ensure the academy operates safer recruitment practices including appropriate use of references and checks on volunteers and visitors
- g. ensure all governors who will be involved in appointment panels have received accredited safer recruitment training and have a valid certificate to confirm this;
- h. ensure that appropriate filters and monitoring systems are in place to support online safety and safeguard children from harmful material online;
- i. ensure designated teacher/s for looked after children and post looked after children are in place and have received appropriate training;
- j. ensure appropriate monitoring of vulnerable pupils is in place such as those with SEND, looked after children and post looked after children; and
- k. The Chair of the LGB will manage allegations against the Principal in line with TEFAT's Statement for Dealing with Allegations Against a Member of Staff and Local Safeguarding Children Board (LSCB) guidance through referral to the Local Authority Designated Officer (LADO).

4.2. The Nominated Governor will:

- a. check that the academy completes the TEFAT Safeguarding Audit tool annually;
- b. agree and monitor the academy's training programme;
- c. liaise with the Principal, the Lead and Deputy DSL and the E--Safety Co-ordinator over child protection/safeguarding child issues;
- d. report as appropriate to the Chair and Local Governing Body (LGB); and
- e. The Chair of the LGB will manage allegations against the Principal in line with TEFAT's Statement for Dealing with Allegations Against a Member of Staff and LSCB guidance through referral to the LADO.

4.3. The Principal will:

- a. ensure their DSL statutory training is up to date every two years;
- b. identify named staff for the role of: DSL, Deputy DSL, responsibility for looked after and post looked after children, Prevent Officer and Online Safety Co-ordinator;
- c. determine appropriate procedures for attending and contributing to case conferences and inter-agency meetings;

- d. maintain accredited Safer Recruitment training and have a valid certificate to confirm this;
- e. ensure safer recruitment practices are adhered to when appointing new staff, volunteers and authorising visitors to the academy;
- f. ensure policies and procedures adopted by TEFAT and the LGB to safeguard and promote the welfare of children and staff are fully implemented and followed by all staff, including volunteers;
- g. 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 TEFAT SCR template and ensuring compliance with statutory guidance;
- h. 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;
- i. ensure all staff and volunteers know further guidance relating to raising concerns can be found in the TEFAT Whistleblowing Policy;
- j. 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;
- k. determine an appropriate training programme in consultation with the DSL to include the most recent guidance in Keeping Children Safe In Education, September 2018 including: online safety and SEND;
- l. ensure all staff will receive full safeguarding training annually and at least every two years utilising DSL/s and TEFAT Flick Learning online tool, keeping a record of training undertaken, personnel and dates completed;
- m. 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;
- n. 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;
- o. 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;
- p. ensure staff are familiar with and effectively use the Trust MIS system named 'My Concern' for monitoring and reviewing safeguarding;
- q. ensure processes are in place to identify children who may benefit from early help and ensure effective information sharing with external agencies;
- r. report annually to the governors on the working of the policy;
- s. promptly deal with allegations of abuse in accordance with procedures agreed by the LGB in line with this policy; and
- t. promptly deal with allegations against adults in line with TEFAT's Statement for Dealing with Allegations Against a Member of Staff and LSCB guidance which may include a referral to the LADO.

4.4. **The Designated Safeguarding Lead is responsible for:**

- a. ensuring their DSL statutory training is up to date every two years;
- b. acting as the first point of contact for concerns and advice relating to keeping children safe;
- c. preparing and publishing academy referral procedures for reporting and dealing with safeguarding and child protection issues in line with this policy;
- d. ensuring that all cases of suspected child abuse or safeguarding issues are investigated and dealt with;
- e. ensure all concerns are referred to local multi agency safeguarding contacts and these are recorded appropriately including response and potential challenge of decisions made;
- f. ensuring that all staff have read and are familiar with statutory guidance, particularly Keeping Children Safe in Education part 1, and maintaining a list of staff who have signed to confirm they have read it;
- g. ensuring that staff have an understanding of child abuse and its main indicators, as well as broader safeguarding issues;
- h. ensuring that all staff dealing with child protection and safeguarding incidents have suitable support to maintain their own wellbeing;
- i. advising staff and volunteers on academy referral procedures and their own safeguarding and child protection responsibilities;
- j. ensuring all new staff have a full safeguarding induction prior to the commencement of their role;
- k. ensuring that effective communication and liaison takes place between the academy and the LADO and LSCB and any other relevant agencies;
- l. 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;
- m. consulting with the Principal on the provision of an appropriate training programme for staff, and for logging staff attendance and dates;
- n. being aware of the latest national, TEFAT and local guidance and requirements and keeping the Principal and staff informed as appropriate;
- o. liaising with the Local Governing Body's Nominated Governor for safeguarding children;
- p. completing the TEFAT Safeguarding Audit tool annually; and
- q. ensuring all staff use the TEFAT online My Concern recording system appropriately.

4.5. **The named DSL for TEFAT is Caroline Oliver, Regional Director for East Anglia. The Deputy DSL is Travis Latham, Senior Regional Director for West Midlands.**

4.6. **TEFAT Staff:**

- a. 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;
- b. must read and adhere to Keeping Children Safe part 1 and should sign a declaration to confirm this;
- c. must adhere to TEFAT and academy locally owned policies and procedures relating to safeguarding and promoting the wellbeing of children and adults;
- d. need to be alert to the signs of harm and abuse. They should report any concerns regarding children as soon as possible to the DSL;

- e. must make a referral to the LADO themselves if the academy DSL/s are not available;
 - f. must have regard to their personal conduct and conform to the standards expected by the academy as set out in this policy;
 - g. must self-declare that they are not Disqualified under the Childcare Act 2006;
 - h. must inform the Principal (in the case of the Principal the Chair of the LGB) 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;
 - i. must inform the academy if their circumstances change in relation to the above;
 - j. must report concerns/allegations against teachers and other staff to the Principal;
 - k. must report concerns/allegations against the Principal to the Chair of the LGB, if this is not deemed to be appropriately acted upon concerns must be reported directly to Caroline Oliver (DSL) or Travis Latham (Deputy DSL) at TEFAT and the LADO;
 - l. must refer to the TEFAT Whistleblowing Policy for further guidance when raising concerns confidentially
 - m. read all relevant national guidance available through this policy and externally;
 - n. read and follow the individual academy's referral procedures and any associated documentation which must be made available for staff reference;
 - o. Complete full safeguarding training annually or at least every two years utilising DSL/s and TEFAT Flick Learning online tool;
 - p. 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; and
 - q. may raise concerns directly with Children's Social Care Services or the LADO.
- 4.7. The Online Safety Co-ordinator must take responsibility for promoting online safety inside and outside the academy. This may be the DSL or an additional member of staff.

Forms of Abuse

- 5.1. 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.
- 5.2. 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; and
 - 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
- 5.3. The DfE and national organisations e.g. NSPCC provide comprehensive, up-to-date guidance and practical support on specific safeguarding issues. The links here provide current guidance on specific forms of abuse:
- [child missing from education](#)
 - [child missing from home or care](#)
 - [child sexual exploitation \(CSE\)](#)
 - [bullying including cyberbullying](#)
 - [domestic violence drug and alcohol abuse](#)
 - [fabricated or induced illness](#)
 - [faith abuse](#)
 - [female genital mutilation](#)
 - Since October 2015 it has become mandatory to report any suspicion of FGM [forced marriage](#)
 - [Gangs and youth violence violence against women and girls \(VAWG\)](#)
 - [Mental health](#)
 - [Mental health and suicidal thoughts in children](#)
 - [Online safety](#)
 - [Peer on peer abuse](#)
 - [private fostering](#)
 - [preventing radicalisation](#)
 - [Self-harm](#)
 - [Sexting - advice for professionals](#)
 - [Sexual violence and sexual harassment between children in schools and colleges: Advice for schools and colleges.](#)
 - [Child trafficking](#)

6. British Values, Radicalisation and Extremism

- 6.1. 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](#)
- 6.2. [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](#).

- 6.3. The Elliot Foundation 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; and
 - 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 action taken. 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 be 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. 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.
- 7.7. All incidents must be recorded appropriately and regularly monitored by the Principal, DSL and LGB to ensure the safety and wellbeing of all involved.

8. Allegations against Staff

- 8.1. 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 should also seek guidance from the Trust's external HR advisors or the central HR Team following the advice from the LADO.
- 8.2. All staff must report concerns/allegations against the Principal to the Chair of the LGB. The Chair of the LGB must then report the concerns/allegations immediately to the LADO for advice. The Chair of the LGB should seek guidance from the Trust's external HR advisors or central HR Team following the advice from the LADO .
- 8.3. 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 TEFAT HR Director (Ruth Dickens) and/or TEFAT DSL (Caroline Oliver) and the LADO directly in confidence.
- 8.4. Further guidance can be found in the TEFAT policy entitled 'Dealing with Allegations Against a Member of Staff'.

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. Elliot foundation 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 well-being, 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;
- a 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; and
- the consistent implementation of academy behaviour management policies.

9.2. **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 Elliot Foundation Steering Group (SIG) for Safeguarding and Child Protection provides a supportive forum for DSLs to discuss practice 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 non-restrictive physical interventions. In such circumstances only staff who have received relevant training may do so and staff must adhere to Elliot Foundation 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.
- 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 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.

11. Confidentiality and Information sharing

- 11.1. 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 pupils to other members of staff on a need to know basis only.
- 11.2. 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.
- 11.3. 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.
- 11.4. 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.
- 11.5. 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.
- 11.6. **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; and
- Work with agencies to ensure vulnerable pupils such as those with SEND or previously looked after, remain safe.

12. Missing Children from Education

- 12.1. 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.
- 12.2. 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.
- 12.3. 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.
- 12.4. Attendance is monitored daily and pupils who are missing from school without permission for 10 days are reported to the Local Authority.
- 12.5. 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.
- 12.6. If a child is missing and the 'safe and well' check, does not provide assurance, the academy must follow appropriate procedures for responding to these situations as set out by the local authority's Local Safeguarding Children's Board (LSCB).

13. Working with Parents

- 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.

14. Equal Opportunities

- 14.1. The Local Governing Body and all staff must take into account the Trust's Equality and Diversity Policy and other relevant TEFAT and academy policies when discharging their duties under this policy. They must guard against any assumptions about cultural variation where this maybe in conflict with safeguarding children e.g. FGM.

15. Online Safety

- 15.1. 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, cyber-bullying 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 well-being (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).
- 15.2. TEFAT has a separate Online Safety Policy which specifically addresses these issues. This should be adopted by the Local Governing Body and implemented in all TEFAT academies.

17. Monitoring and Review

- 17.1. All staff are expected to monitor their own conduct and relationship with children to ensure that the standards expected of them are maintained.
- 17.2. 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 the Nominated Governor.
- 17.3. The Principal will report to the Local Governing Body annually on the working of the policy.
- 17.4. The Local Governing Body will report on the working of the policy in their annual report to TEFAT.