EBOR ACADEMY TRUST

Policy Number

4

Safeguarding and Child Protection Policy

Approved By: Ebor Academy Trust Board of Trustees
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1. Policy Purpose

- To reduce risk and prevent harm to children.
- To ensure the identification of, and timely and appropriate responses to, risk and harm to children.
- To ensure that all adults in the school community understand their roles and responsibilities in respect of the above.

Throughout this policy the terms 'school' and 'academy' are interchangeable.

2. Context

Park Grove Primary Academy provides a universal service to children in our locality. School staff are closely involved, daily, with children and their families. Consequently, we have a critically important role towards the identification and prevention of harm and abuse.

This policy does not reiterate extensive sections of statutory guidance. It is a practical document that clarifies the roles and duties of **all adults** working in our schools and school communities. It should be used in conjunction with Keeping Children Safe in Education and with related school and Trust policies, as specified in section 7 of this policy.

We welcome our personal and professional safeguarding responsibilities, and as set out in statutory guidance (Appendix 1), it is our duty to maintain a professional working knowledge of relevant statutory guidance and of local arrangements as determined by the City of York Safeguarding Partnership (CYSCP).

3. Definitions

'Keeping Children Safe in Education 2026' defines safeguarding and promoting the welfare of children as:

Providing help and support to meet the needs of children as soon as problems emerge.

Protecting children from maltreatment, whether that is within or outside the home, including online.

Preventing the impairment of children's mental and physical health or development.

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

Taking action to enable all children to have the best outcomes.

Safeguarding is everyone's responsibility. Safeguarding means:

- protecting children from abuse and maltreatment;
- preventing harm to children's health or development;
- ensuring children grow up with the provision of safe and effective care;
- taking action to enable all children and young people to have the best outcomes.

Definition of Child Protection '*Child protection'* is the activity to protect specific children who are suffering, or who are likely to suffer, significant harm. Therefore, *protection* is a specific element of safeguarding, whereas safeguarding legislation in general is about the promotion of children's needs and the prevention of harm. This emphasises the need for all staff to be able to respond early when they have a concern rather than wait until this is more defined and certain.

At this point the involvement of services to protect the child (ren), including Children's Social Care, is statutory. The critical message from legislation that should inform all actions and decisions is that "**the child's welfare is paramount".**

4. Staff with additional safeguarding responsibilities are:

Headteacher/Head of School: Jo Sawyer

Deputy Headteacher: Natalie Martin

Assistant Headteacher: Ben Rogers

Designated Safeguarding Lead: Jo Sawyer

Deputy Designated Safeguarding Lead (s): Ben Rogers, Effy Ford, Shirelle Pugh

Designated Teacher for children who are Looked After (LAC) and Previously Looked After (PLAC): Natalie Martin

Computing Lead: Lucy Szulist and Andy Willson

Senior Mental Health Lead: Natalie Martin

Safeguarding Link Governor: Andy Baker

PSHCE Lead: Natalie Martin

5. Local arrangements and useful contacts
MASH: 01904 551900
LADO: 01904 551783
Emergency Duty Team: 0300 131 2131
Early Help Hub: 01904 551900
Prevent: 0800 0113764
City of York Safeguarding Children Partnership: www.saferchildrenyork.org.uk
City of York Level of Need Threshold document:
https://www.saferchildrenyork.org.uk/downloads/file/197/cyscp-guidance-on-continuum-ofneed

5.1 Four local authority areas collaborate with regards to child safeguarding procedures. Each local area's multi-agency safeguarding arrangements are led by the statutory safeguarding partners/organisations: local authorities, clinical commissioning groups and the police. 4 Safeguarding and Child Protection Policy of Intent (Version 8)

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6.2 Local Safeguarding Partnership

https://www.saferchildrenyork.org.uk/

6.3 Child protection referrals

If you are a professional and want to make a referral to Children's Social Care, **use this link -** MASH Referral Form (completed by the DSL or a DDSL).

6.4 Quick reference contact details for essential local services

City of York Safeguarding Children Partnership website
City of York Family Information Service

6.5 Advice and support for referral and assessment:

- MASH: (8:45am-5:15pm) 01904 551900
- EDT: Out of hours or at weekends: 0300 131 2131
- Early Help Hub: 01904 551900 (choose the appropriate option)

6.6. Police:

- If a child is in immediate danger, telephone 999 and request the Police
- To contact the police to discuss a child protection or safeguarding concern, when a child is not in immediate danger, telephone 101
- (you can also email the police to inform them of concerns and start a conversation with them https://www.northyorkshire.police.uk/contact/af/contact-us-beta/contact-us/
- York School Liaison Officer details: Vicky Brook
    - Victoria.brook@northyorkshire.police.uk - 101 Ext 31352 or 07741 173445

6.7 The Local Authority Designated Officer (LADO)

If you are concerned that an adult working with children may have harmed a child, please refer to the Ebor Academy Trust allegations of abuse policy. This provides details about when the Lado will need to be contacted. The policy also outlines the duty for all Ebor Academy Trust employee's duty to respond and report any low level concerns.
If in doubt, contact Ebor Academy Trust Safeguarding Lead who coordinates all referrals into the LADO.

6.8 Radicalisation

If you believe someone is in danger of being exploited or becoming radicalised, follow your schools usual safeguarding and duty of care procedures in the first instance to raise your concerns with the Designated safeguarding Lead. Channel can then become involved if necessary, and this will be triggered by your school's safeguarding team and intervention from the police.

Anyone can call the national police Prevent advice line on **0800 011 3764**, in confidence, to share your concerns with specially trained officers. The advice line is open 9am to 5pm every day.

6.9 Additional support for online abuse

CEOP works to keep children safe from sexual abuse and grooming online. **CEOP are unable to respond to reports about bullying, fake accounts or account hacking.**
You can report to CEOP if you are concerned that a child is being sexually abused or groomed online. This might be from someone they know or someone they have only ever met online. CEOP are here to help and advise you and to make the child safe.
If you have already reported your concern to your local statutory service, including children's social care or the police, you do not need to make a report to CEOP.

If you think a child is in immediate danger, please call the police on 999.

For more information relating to keeping children safe online from sexual exploitation and abuse you can visit our CEOP Education website for professionals.

We recognise that the internet, while a powerful tool for learning and communication, also presents significant risks. This includes, but is not limited to, exposure to harmful content, cyberbullying, radicalisation, and the spread of misinformation and disinformation."

- **Misinformation and Disinformation:** The school acknowledges the growing threat of misinformation (unintentional false information) and disinformation (deliberate false information) online. Our approach is to equip children with the critical thinking skills to identify and challenge such content. This is a crucial element of our curriculum and pastoral care, as we understand that exposure to false narratives can be a form of online harm, potentially leading to anxiety, social division, or radicalisation.

Linked policies and relevant guidance.

This overarching policy is supplemented with the following Ebor Academy Trust policies and should be read alongside supporting information and guidance from the below:

- Safer Recruitment Policy
- Staff Code of Conduct
- Allegations of abuse including Low-Level Concerns Policy
- Whistleblowing Policy
- Online Safety Policy
- Anti-bullying policy
- Relationships and Sex Education policy (and PSHE Curriculum overview)
- Educational Visits Policy
- Attendance Policy
- First Principles

- Sexual abuse and harassment
- Behaviour Management & Positive Physical Handling policy
- DfE, Keeping Children Safe in Education (September 2026).
- Working Together to Safeguard Children (March 2026)
- Local arrangements for safeguarding
- The Children Act 1989 and 2004.
- The Children and Social Work Act 2017.
- The Education Act 2002.
- Police and Criminal Evidence Act 1984.

7. Guidance issued by the Secretary of State

The government guidance, 'Working Together to Safeguard Children (2026) and 'Keeping Children Safe in Education' (2026), are the essential national safeguarding documents and give practical guidance on implementing legal requirements.

Each academy should have at least one copy of each which should be accessible to staff.
All adults working within the trust must be issued with their own copy of Part one (or Annex A, if appropriate.) of 'Keeping Children Safe in Education (2026).

Time must be given for staff to read the document, and they must confirm by return that they have both read and understood the document.

The trust also provides an annual update to all of its staff that is adapted to become context specific and reflective of each individual school's demographic, and knowledge of its children's families and local area.

We are closely monitoring the consultation around the statutory guidance 'Working Together to Safeguard Children' and will update our policy portfolio to reflect any changes made in the final edition of the document.

All of our staff who are non-school based and work in the central team also access annual safeguarding training that gives them a practical working knowledge of our school-based approaches, and the important signs and symptoms of abuse.

8. Safeguarding resources available to Ebor Academy Trust schools

- All staff, in each school, use CPOMS as the means of reporting and recording concerns about children. (See below under reporting and recording.)
- Trust schools use SCR Tracker (Single Central Record software) to support our safer recruitment processes.
- Designated safeguarding leads attend regular masterclasses with the Academy Trust lead and receive regular safeguarding bulletins, briefings and training. All schools in our Trust issue a 'Safeguarding thought of the week' which ensures the school is continuously building on its culture and providing reflective practice opportunities for all staff by reinforcing key pertinent safeguarding messages.
- Designated Safeguarding Leads also attend termly supervision, this is a peer support model that allows for specific case discussion and practice development with fellow safeguarding leads. External support and supervision is also accessed via specialist services where required. Each safeguarding lead is also expected to comply with their local authorities training offer, and compliance updates.
- Schools maintain close links with their local safeguarding partnership and make use of learning events and resources that are befitting to their local area.

9. Local Thresholds

All Designated Safeguarding leads **(DSL)** should possess a working knowledge of the local levels of need thresholds guidance. Reference to this guidance will inform the identification of risk and harm. ALL Staff will receive ongoing training form the DSL and education that ensures they have a good understanding of how to identify those potential risk factors.

9.1 Outline Levels of Need categories:

- Universal (Level 1) No additional support beyond that which is universally available.
- Early Help (Level 2) Children and young people where some concerns are emerging and who require additional support, usually from professionals already involved with them (Threshold to Consider Early Help Assessment **EHA**).
- Targeted Early Help (Level 3) Children and young people who are causing significant concern or where concerns recur frequently (Threshold to initiate **EHA**).
- Specialist (Level 4) Children and young people who are very vulnerable. (Threshold to refer to Children's Social Care).

9.2 Early Intervention It is generally expected that referrals to children's social care would follow significant input at levels 2 and 3.

10. Categories of Abuse, neglect and exploitation:

Child abuse is the maltreatment of a child by another person - by adults or children. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Abuse, including neglect, and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap. Abuse can happen both inside and outside of the home, it can happen online and it can form many different types of exploration. **All referrals to children's social care will be under one or more of these broad categories of abuse.**

10.1 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.

10.2 Emotional Abuse

10.2.1 Definition: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's physical or mental health, or emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

10.2.2 Indicators and Manifestations: Emotional abuse may involve, but is not limited to:

- Rejection and Devaluation: Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Verbal Abuse & Criticism: Persistent verbal abuse, name-calling, humiliation, mocking, or targeted criticism.

- Silencing & Dismissal: Not giving the child opportunities to express their views, deliberately silencing them, or ridiculing what they say or how they communicate.
- Inappropriate Expectations: Imposing age- or developmentally-inappropriate expectations on children. This includes interactions beyond a child's capability, overprotection, limiting exploration and learning, or preventing normal social interaction.
- Exposure to Domestic Abuse & Ill-Treatment: Seeing or hearing the ill-treatment of another person within the home or care setting (including coercive control and child-to-parent/caregiver abuse).
- Bullying, Exploitation & Online Harms: Serious bullying (including online and cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

10.3 Sexual abuse involves forcing or enticing a child or young person 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. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non - penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

10.4 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. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

11. Allegations of abuse made against other pupils

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up " as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes or semi-nudes).

11.1 The making or sharing of nudes and semi-nudes Please refer to our online safety policy. Our approach is based on guidance from the UK Council for Child Internet Safety (https://www.gov.uk/government/organisations/uk-council-for-internet-safety)

11.2 Procedures for dealing with allegations of child on child abuse- further information is situated within the appendix of the safeguarding first principles policy.

- If a pupil makes an allegation of abuse against another pupil the schools DSL and DDSL have specific training and protocols for fact finding that they will follow,
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The child will be listened to, supported and treated with dignity.
- Clear records of what the child has said will be made.
- The school will always act on the advice of the external children services safeguarding specialist in such events.

11.3 Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

11.4 The school's response to addressing and preventing child on child violence

In line with the school's duty to safeguard and promote the welfare of children, we are committed to addressing all forms of **child-on-child violence**, which includes, but is not limited to, bullying, physical violence, and sexual violence. We recognise that this type of harm can be perpetrated by children and young people against their peers, both within and outside the school environment, including online.

Our approach is built on a foundation of proactive prevention and effective response. We will:

- **Promote a culture of respect** where all forms of violence are unacceptable and are addressed swiftly and sensitively.
- **Educate pupils** on healthy relationships, consent, and the importance of reporting concerns, as part of a comprehensive curriculum.

- **Ensure staff are trained** to identify, understand, and respond to signs of child-on-child violence, including both overt and subtle forms.
- **Establish clear and accessible reporting procedures** for all pupils, staff, and parents, ensuring that every disclosure is taken seriously and acted upon.
- **Take a victim-centered approach** in our response, providing appropriate support to the victim while also challenging and addressing the behaviour of the perpetrator(s).
- **Collaborate with external agencies**, such as social services and the police, where a criminal offence may have been committed or where there are significant safeguarding concerns.

All instances of child-on-child violence will be recorded, investigated, and addressed in accordance with this policy and our behaviour and anti-bullying policies.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between children, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence that might impact, more typically, on boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse
- Ensure staff reassure victims that they are being taken seriously.
- Have a responsive and personalised approach to PSHE that ensures we are teaching relevant components to each school's context and ensuring we are representing the views and needs of the children in each school.
- We will proactively promote the importance of a child's voice and we will provide regular and often opportunities for children to speak up and speak out.
- Every school will provide a zero-tolerance culture to harm in any form, even if this may be from another child. Where this harm has become significant, ongoing and targeted this will also be addressed and identified through approaches used within anti-bullying policies and each school's approach to behaviour management.

11.5 Staff training and knowledge related to child-on-child abuse: As part of regular and ongoing staff training each school will ensure that they keep staff refreshed and reminded of key signs to promote pupil wellbeing and safety in the school. Such as:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns.

Preventing radicalisation

12.1 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

12.2 Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

12.3 Terrorism is an action that: endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system.

The use or threat of terrorism is designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

12.4 We will ensure that suitable internet filtering and monitoring is in place and equip our pupils to stay safe online at school and at home.

12.5 There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour. Educate Against Hate provides useful resources to identify indicators of possible radicalisation.
https://www.educateagainsthate.com

13. Our personal role in the recognition of needs, harm and abuse

13.1 Recognise It is important that everyone working with children should be able to recognise the signs of possible abuse and neglect**.** It is not adequate to wait for disclosure as the primary means of detecting child abuse. The recognition and identification of signs of potential abuse will form part of our continuous professional development.

13.2 Respond All adults in school are 'Trusted Adults' and are emotionally available to children - a crucial aspect of our safeguarding culture. We will not ignore harmful behaviours or actions. We are prepared to respond appropriately to concerns and disclosures of abuse from children.

13.3 Record/Report It is our duty to record first-hand, in writing, concerns and disclosures about children. This will be done promptly and securely using our safeguarding case management software CPOMS. All staff will be supplied with log-in details for CPOMS and are expected to make appropriate use of the system.

13.4 In cases of serious risk or harm to a child, an immediate verbal alert to the DSL is required. The DSL responds to and manages all actions, case notes and chronologies via CPOMS.

13.5 Refer The DSL will triage all concerns promptly against levels of need thresholds guidance. In normal circumstances, the DSL will decide the most appropriate action. At Levels 3&4 this will normally be in consultation with the 'front door' to children's social care.

Usually, the Designated Safeguarding Lead will determine the level of concern and refer to external agencies. In the absence of the DSL every school has a deputy designated lead who will be onsite and able to respond.

13.6 Reportable duties, Female Genital Mutilation (FGM) Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, **places a statutory duty on teachers to report to the police** where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18. **This individual responsibility must not be delegated.**

14. Continuous professional development underpins a healthy safeguarding culture in our school. In the complex and evolving field of safeguarding, effective practice is best ensured through a programme of continuous professional development (CPD). Through providing ongoing CPD opportunities we ensure clarity of the role, responsibility and expectation for all stakeholders.

1. **Each member of staff** within the academy will: Ensure they are following the safeguarding policy, remain vigilant for any potential signs of risk, harm or mistreatment that a child may be exposed to. They will always act in line with the staff code of conduct and provide a high level of professional care guidance and support for every child that they come into contact with. As a professional working within our schools they will also ensure they provide a professional and high level of service to all parents and carers who attend the school. Every member of our staff will read and understand part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
2. **Ebor central services staff will:** know, understand and follow the safeguarding procedures for each academy within which they work; undertake relevant regular training and updates to ensure their skills and knowledge support them to meet their safeguarding responsibility; HR will monitor the Single Central Records of all schools and as a result disseminate learning outcomes; HR will also monitor the induction process for all new staff.
3. **The Headteacher:** Will be responsible for the implementation of the Policy and reporting procedures appropriate for their locality area; appoint the Designated (and deputy) Safeguarding Lead; ensure all staff receive the required training; monitor the SCR; take full responsibility for safeguarding in their setting; complete the Trust safeguarding audit annual and comply with any local authority audit requirements The headteacher is responsible for ensuring the safe recruitment procedures are fully adhered to at all times.
4. **Local Governing Bodies will:** adopt and be familiar with the policy developed by the local authority safeguarding board within their locality and ensure it is applied robustly throughout the academy; review it regularly (annually at a minimum) to ensure the effectiveness and rigour of safeguarding practice at our academy; appoint a Designated Safeguarding Governor; check the SCR each term, complete annual safeguarding update training.

5. **The Trustee Board will:** will appoint a safeguarding trustee to oversee the Trust safeguarding strategy; ensure all academies have adopted the Locality Safeguarding reporting procedures; is aware of outcomes of safeguarding reviews and subsequent actions. The safeguarding trustee will meet with the safeguarding Trust lead every term.
6. **Ebor Trust Safeguarding Lead will:** advise and support each Academy in ensuring they are fully compliant with all policy and legislation. They will monitor and review practice as part quality assurance. The lead will support the Academies and their staff in deploying best practice to meet their statutory safeguarding responsibilities; will liaise with each local authority safeguarding partnership and ensure each academy has adopted the Safeguarding and Child Protection procedures for their locality; will review practice through visiting the school, speaking to children and staff and reviewing the audit that the school are required to submit annually. The Trust lead will run regular networks for the DSL providing supervision and support as well as ensuring continuous improvement is made to the culture of safeguarding Trust wide. Where children are requiring additional services and schools feel local authorities are not responding appropriately additional escalations and formal objections may be sought.

15. Contextual Safeguarding Children are subject to possible risk at home, school and in their local community and environment, and we recognise that in order to effectively safeguard our pupils and promote their welfare that we need to understand any specific issues arising in the local area that can affect the risk posed to them.

15.1 Significant risks known to be prevalent in the area and community local to each academy will be detailed by each academy.

15.2 We will work with local partners, including Social Care and Police, to ensure that we stay alert to any emerging contextual risks, and to ensure that assessment of risk for any of our pupils includes appropriate reference to their local community and environment.

15.3 We recognise that adults working in our academies are in a unique position to recognise and respond to signs of abuse and maltreatment, and that these can take place and manifest in a variety of ways, including child on child harm.

15.4 At Park Grove Primary Academy, the safeguarding of our school community is of paramount importance. All staff and governors receive annual statutory safeguard training, alongside additional guidance, and updates as and when they become available.

16. The designated safeguarding lead (DSL) is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any concerns

When the DSL is absent, the deputy will act as cover.

16.1 The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Ensure full safeguarding policy compliance at all times.
- Keep full and accurate records of any concerns
- Review and monitor the safeguarding context of the school.

- Train and support all staff to feel empowered to continuously implement the safeguarding policy and high level of confident practice in relation to safeguarding and child protection.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Report to the local governing body.
- Work closely with the Academy Trust safeguarding lead on any specific case escalations, concerns or advice required.

The DSL will also liaise with local authority case managers and designated officers for child protection concerns as appropriate. The full responsibilities of the DSL and deputies are set out in their job description. The DSL will work closely with the Academy Trust safeguarding lead and take proactive measures to ensure advocacy for any child who may be at risk of harm.

17. The Designated Teacher

17.1 All schools within the Academy have an appointed designated teacher who works with the Local Authority to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has the appropriate training and the relevant qualifications and experience.

17.2 The Designated Teacher works with the Virtual School Head, who manages pupil premium plus for looked after children. The designated teacher works with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school to meet the needs identified in the child's personal education plan. The designated teacher works with the virtual school head to promote the educational achievement of previously looked after children.

18. Children potentially at greater risk of harm

We understand that whilst all children should be protected, we also recognise that some groups of children are potentially at greater risk of harm for example children who need a social worker. Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. The Local Authority will share the fact a child has a social worker, and the DSL will hold and use this information to make decisions in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Where a child is living in a home that is subject to Domestic Abuse there is a clear level of understanding that this kind of trauma can have a detrimental impact on a child's health, well-being and development. All staff are trained to respond to children who are living in households where this kind of abuse is ongoing.

18.1 Children Questioning Their Gender

When a pupil questions their gender, staff must respond with care, compassion, and robust safeguarding principles. Schools are not under a duty to allow or encourage a child to socially transition. Any request for social transition (e.g., changes to names, pronouns, or uniforms) will be considered cautiously, on a case-by-case basis, balancing the child's best interests, safeguarding obligations, and equality duties.

When a child requests changes related to gender questioning, the Designated Safeguarding Lead (DSL) will conduct a holistic, documented safeguarding assessment. This assessment will consider:

- The age, developmental stage, and specific circumstances of the child.
- **Underlying Factors:** Whether the child has special educational needs or disabilities (SEND), neurodivergence, or is experiencing peer pressure, social influence, or mental health difficulties.
- **Impact on the School Community:** The potential impact on other pupils, including privacy, safety, and fairness in sex-segregated spaces (e.g., toilets, changing rooms, and competitive sports).
- There is a clear statutory presumption that parents/carers will be informed and involved in decisions regarding their child questioning their gender. Staff must not promise confidentiality to a pupil regarding requests to socially transition.
- **Safeguarding Exception:** Parents will be involved **unless** doing so would put the child at significant risk of harm (e.g., severe domestic abuse or abandonment). Any decision to withhold information from parents must be made by the DSL, fully documented, and agreed in consultation with local Children's Social Care where appropriate.
- **Pronouns & Names:** Schools are under no legal obligation to use alternative pronouns. A change of preferred pronoun will only be considered in exceptional circumstances, following full parental involvement and DSL assessment.
- **Single-Sex Spaces & Sport:** To maintain safety, privacy, and fairness, pupils will use the toilets, changing facilities, and sports categories corresponding to their biological sex. Appropriate single-occupancy or alternative arrangements may be provided where available and appropriate.

18.2 Looked after children and previously looked after children. We will ensure that staff have the skills, knowledge and understanding to keep looked after children safe and they understand that the most common reason for children becoming looked after is as a result of abuse and/or neglect. We will ensure that staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. Staff also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL has the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Staff are aware that a previously looked after child potentially remains vulnerable and have the skills, knowledge and understanding to keep previously looked after children safe.

18.3 Children with Special Educational Needs or Disabilities (SEND) or certain health issues

Ebor Academy ensures that the Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in managing or reporting these challenges; and
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in the school or the consequences of doing so.

18.4 There will be close liaison between the DSL and the Special educational needs coordinator where there are any reports of abuse involving children with SEND.

18.5 Children who are lesbian, gay, bisexual, or transgender (LGBT) All schools within our Academy Trust understand the fact that a child or a young person who may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

18.6 We understand that the risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.
LGBT inclusion is part of our statutory Relationships, Sex and Health Education curriculum.

18.7 Children requiring mental health support. We recognise that the school has an important role to play in supporting the mental health and wellbeing of their pupils and recognise that Mental Health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation;

Mental health problems—including self-harm, eating disorders, and suicidal ideation—are formally recognised as potential indicators of abuse, neglect, or exploitation. Additionally, severe mental ill-health can constitute a safeguarding risk in its own right.

While school staff are not expected to give a clinical diagnosis, all staff play a vital role in identifying early indicators of concern and taking prompt action via internal reporting and external specialist referral pathways.

Staff must remain alert to indicators that a child may be experiencing severe mental health distress, self-harming, or experiencing suicidal ideation. Key warning signs include, but are not limited to:

- **Significant Changes in Behaviour:** Sudden shifts in mood, severe emotional outbursts, extreme risk-taking, or unusual quietness/passivity.
- **Social Withdrawal:** Isolating themselves from peer groups, family, or school activities they usually enjoy.
- **Sleep Disturbance & Fatigue:** Persistent difficulty sleeping, chronic tiredness, or falling asleep during class.
- **Physical Indicators:** Unexplained injuries, persistent wearing of long sleeves in warm weather, dramatic weight loss/gain, or severe self-neglect.
- **Explicit or Implicit Statements:** Verbal statements or written notes, artwork, or online posts referencing wanting to die, "disappearing," feeling trapped, or being a burden

18.8 We will ensure that clear systems and processes are in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems and there is an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of our pupils: and

18.9 All of our academies have a named senior mental health lead, they are supported in their role and have access to senior mental health leads' training.

18.10 Children missing from education We understand that children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation – particularly county lines. We will respond to children missing from education, support identifying such abuse and also help prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker, where going missing from education may increase known safeguarding risks within the family or in the community.

18.11 Children missing from school

We understand that a child's non-attendance can be a significant indicator of potential harm or wider safeguarding concerns, and our response will always be underpinned by our duty to safeguard and promote their welfare. We will not view a child's absence as a simple administrative issue. Instead, we will work in a supportive and collaborative manner with families to understand and overcome the barriers to attendance, whether they are related to physical or mental health, anxiety, bullying, or other family circumstances. Our approach is to intervene early, working with parents and the child to create a plan that addresses their individual needs and provides the necessary pastoral, academic, and emotional support to enable their return to school. Where a child's absence becomes a persistent concern and all reasonable school-level interventions have been exhausted, we will work in partnership with the local authority's attendance team and other relevant agencies to ensure the child's right to a full-time, suitable education is met. Where a child is regularly not in attendance the school will have a duty to carry out welfare checks to the home via a doorstep visit to have eyes on the child.

18.12 Elective Home Education (EHE)

We recognise that many home educated children have an overwhelmingly positive learning experience and expect the parents' decision to home educate be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

We will inform the Local Authority of all deletions from their admission register when a child is taken off roll and will work with key professionals to coordinate a meeting with parents/carers where possible. Ideally, this will be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker and / or is otherwise vulnerable.

18.13 Alternative Provision (AP)

Children will at times present with a level of need or change in behaviour that may require a level of adaptation to their curriculum and or provision. The school will always look to provide this within its existing structures, setting and resources. Where it is identified by the school that an external provider may be required this will be done through a local authority approved provider and where reasonably possible an Ofsted registered provider. The school remains responsible for, and accountable for the safety and welfare of this child even if they are off site. Any child that is accessing alternative provision will be for a time limited period and following rigorous risk assessments and quality assurance of the provision. Formal reviews will always take place to any external commissioning of alternative provision, in order to fully satisfy all safeguarding procedures and protocols.

19. Leadership and management towards an effective culture

Leaders must create a culture in which all staff, trustees and visitors understand **how to raise concerns** and feel supported to do so.

Governors should ensure that they have a clear understanding of the local risks that are applicable to the demographic of the school.

Governors should ask challenging questions of leaders' assertions and 'triangulate' these assertions more thoroughly so that they understand what behaviour is like.

19.1 Professional Challenge, Escalation, and Child Advocacy

The Designated Safeguarding Lead (DSL) will robustly advocate for the safety, rights, and voice of the child at all times. Where the DSL (or deputy) has reasonable cause to believe that a child remains at risk of harm, or that a child's welfare and safety are not being adequately assessed, managed, or prioritised by external agencies—including Local Authority Children's Social Care or the Police—the DSL has a professional duty to challenge those decisions.

To ensure effective advocacy and escalation, the DSL will:

- **Initiate Formal Escalation:** Action the Local Safeguarding Partnership's multi-agency escalation procedures promptly whenever a referral, assessment, or case outcome fails to sufficiently protect a child.
- **Maintain Detailed Contemporaneous Records:** Document every stage of the challenge on CPOMS, including specific evidence of concern, rationale for escalation, formal communications with external service providers, and the precise outcome.
- **Advocate for the Child's Voice:** Ensure that the child's expressed views, feelings, and rights are explicitly reflected in all referral documentation, strategy discussions, and external escalations.
- **Seek Senior Oversight:** Inform and consult with the Trust Safeguarding Lead on complex or unresolved professional disagreements to ensure full organizational support and further executive escalation if required.

Under no circumstances will a case be closed or left unaddressed if the school considers that a child remains at risk of immediate significant harm. Where a school has evidence to suggest a child is in immediate danger when they leave the school's care they will also inform the police of concerns.

20. Online Safety- Filtering and Monitoring

We understand that it is essential that children are safeguarded from harmful online content and wider online harms and take a whole school approach that protects, empowers and educates pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

In line with current guidance all schools within Ebor Academy Trust carry out an individual risk assessment and ongoing checks around their ICT safety. Additional checks will be made to make sure that the school is able to adopt into their safeguarding system a more proactive approach to children remaining. Safe online when they are using ICT equipment as part of learning. In line with KCSIE26 there will be an annual review of the school's filtering and monitoring systems carried out by the DSL.

The DSL will be made aware of any child who breaches the filtering and monitoring systems and this will be looked into to ensure that the child is safe and appropriately supported online.

The Headteacher will always be notified of any staff who are in breach of the same standards.

20.1 Regular Review of Provision:

To maintain the effectiveness of our filtering and monitoring systems, we are committed to conducting at least annual reviews. These reviews allow us to assess the performance and suitability of our current provision and make necessary adjustments to ensure the continued protection of our students.

20.2 Blocking of Harmful and Inappropriate Content:

We prioritise the safety of our students by implementing measures to effectively block access to harmful and inappropriate content. It is our goal to strike a balance between maintaining a secure online environment and minimising any disruptions to teaching and learning activities.

20.3 Effective Monitoring Strategies: To proactively address potential risks and threats, we establish monitoring strategies that align with our safeguarding needs. These strategies will enable us to promptly identify and respond to any concerning online activities or content.

20.4 Safe, Responsible, and Ethical Use of Artificial Intelligence (AI) Systems

The school recognises that Artificial Intelligence (AI) tools present significant educational opportunities alongside complex, rapidly evolving safeguarding risks. While encouraging safe innovation, child protection and data privacy remain our paramount priorities.

To effectively govern AI technologies across the school community, we implement the following requirements:

- **Risk Assessments & Vetting:** Prior to deploying any AI tool, system, or software for administrative, pastoral, or instructional use, the school will conduct a comprehensive safeguarding, algorithmic bias, and Data Protection Impact Assessment (DPIA).
- **Regulatory & Age Compliance:** All AI applications must fully comply with UK GDPR, the Data Protection Act 2018, and software terms of service. Strict age verification and platform age restrictions will be enforced across all pupil-facing technology.
- **Mitigating AI-Generated Online Harms:** We actively educate pupils to identify and critically evaluate AI-generated risks—including deepfakes, synthetic sexual imagery, misinformation, disinformation, and automated grooming tactics—as part of our online safety and PSHE curricula.
- **Prohibition of Non-Consensual Synthetic Media:** The creation, sharing, or possession of AI-generated non-consensual sexual images, deepfakes, or defamatory content involving pupils or staff will be treated as severe child-on-child abuse or serious misconduct, triggering immediate child protection protocols and police involvement where appropriate.
- **Staff Training & Professional Oversight:** All staff will receive regular CPD on emerging AI safeguarding threats, including synthetic media exploitation, data leakage risks, and automated bias. A strict human-centered approach will be maintained; no automated AI tool will replace human professional judgment in safeguarding decisions, pastoral care, or pupil risk assessments.
- **Data Privacy Protection:** Staff and pupils are strictly prohibited from entering Personally Identifiable Information (PII), sensitive safeguarding data, or confidential school records into unapproved or public AI platforms.

21. Restrictive Interventions, Positive Handling, and Reasonable Force

The school's primary objective is to maintain a positive, safe, and supportive culture, prioritising proactive behaviour support, early regulation, and non-physical de-escalation strategies. Physical intervention will never be used as a punishment, as a discipline, or to enforce compliance.

In accordance with Section 93 of the Education and Inspections Act 2006 and Department for Education guidance (*Restrictive interventions, including use of reasonable force, in schools*), all members of school staff possess a legal statutory power to use reasonable force. This power also applies to individuals temporarily placed in charge of pupils by the Headteacher (e.g., volunteers or trip supervisors).

21.1 Circumstances for Use

Reasonable force may only be used as a necessary, proportionate, and time-limited last resort where all less restrictive options have been attempted or deemed unsafe, to prevent a pupil from:

- Causing physical injury to themselves or others.
- Committing a criminal offence.
- Causing serious damage to property.
- Causing significant disorder or disruption that compromises safety.
- Carrying out a lawful search for prohibited items (e.g., weapons, alcohol, illegal drugs, or fireworks).

21.2 Principles of Application & Prohibited Practices When the application of reasonable force or a restrictive intervention is necessary, it must be:

- **Necessary & Proportionate:** Applying no more force than is required for the minimum time necessary to manage the risk.
- **Adapted to Individual Needs:** Taking full account of the pupil's age, physical stature, developmental stage, communication needs, trauma history, and Special Educational Needs or Disabilities (SEND).
- **Strictly Prohibited:** Staff are strictly forbidden from using pain-inducing techniques, prone (face-down) restraints, or any hold that applies pressure to the neck, throat, chest, mouth, nose, or abdomen, or that otherwise compromises breathing or circulation.

The school's primary goal is to de-escalate situations and prevent the need for physical intervention. However, in cases where a child's behaviour presents an immediate risk of harm to themselves or others, and all other strategies have failed, trained staff may use reasonable force as a last resort. This is in accordance with Section 93 of the Education and Inspections Act 2006.

Any physical intervention will be:

- Proportionate and minimal: The level of force used will be proportionate to the risk and will be the minimum necessary to prevent harm.
- Carried out by trained staff: Only staff who have received up-to-date and approved training will apply physical intervention.
- Recorded: A full and accurate record of the incident, including the events leading up to it and the action taken, will be completed immediately. This record will be stored securely.

Parents will be informed as soon as reasonably possible if their child has been subject to restrictive physical intervention. If a child's behaviour indicates they may regularly require physical intervention, the school will work with parents and other relevant professionals to create a formal Positive Handling Plan or Behaviour Support Plan. This plan will detail preventative strategies, de-escalation techniques, and specific, approved physical interventions.

The use of any form of physical intervention will be continually reviewed to ensure it remains a safe and effective last resort, with the child's welfare as the absolute priority

22. Safe and appropriate interactions between all members of the school community whilst on the school site.

To ensure a safe environment for all, the school expects all members of the public, including parents and carers, to model respectful and appropriate behaviour while on the school site. This means treating all staff, pupils, and other members of the school community with courtesy and dignity, both in person and in all forms of communication. Verbal abuse, aggressive behaviour, and threatening language towards staff are unacceptable and will not be tolerated. By acting as positive role models, adults can demonstrate the importance of building mutually respectful relationships to our children, which is a fundamental aspect of creating a secure and supportive school community. This commitment to respectful interactions is a core part of our safeguarding duty.

23. Use of school or college premises for non-school/college activities

23.1 Where we hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe; and

23.2 When services or activities are provided by the school, under the direct supervision or management of our school staff, our arrangements for child protection will apply. However, where services or activities are provided separately by another body, we will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. We will apply this regardless of whether or not the children who attend any of these services or activities are children on our school roll or attend our college. We will ensure that safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this will lead to termination of the agreement.

24. Safer recruitment and the Single Central Record

24.1 We recognise that it is critical to ensure that our pupils are taught and supported by adults who are safe to do so, and that we are responsible for promoting a culture of safety within our academy environment by preventing unsafe adults from having access to it.

24.2 In line with expected practice for safer recruitment, a minimum of one member of academy staff will undertake training in 'Safer Recruitment', and will be present on any interview panel.

24.3 Our School Business Partner will maintain a Single Central Record, detailing the required and relevant recruitment and vetting checks undertaken on all school employees, apprentices, volunteers, Governors, agency workers and third-party staff. (See the single central record policy for more information)

24.4 Headteachers will oversee the SCR and be accountable for its accuracy, checking it regularly and termly as a minimum, making a record of the check and any subsequent actions that arise. The designated governor will check the SCR every term and report that this has been done to the Local Governing Body meeting, also making a record of the check and any subsequent actions that arise.

24.5 The Single Central Record will be supported by files containing appropriate supporting evidence for recruitment and vetting checks, held in line with Data Protection legislation.

24.6 As per our safer recruitment policy we will carry out additional checks for all shortlisted candidates in relation to their social media platforms. Paying close attention to any material that may contravene our safeguarding standards, policy and practice.

25 Managing allegations

25.1 Keeping children safe in education (September 2026 part four) clearly outlines the expectations for schools in relation to managing allegations against staff, volunteers including supply staff. The academy Trust expects all of its schools to comply with this guidance. Any adult working within one of our schools who has a concern about another adult must report their concerns in line with the allegations policy. If the concern is about the Headteacher this must be reported to the Trust safeguarding lead and HR department.

25.2 The Headteacher must consult with the Safeguarding lead in the Academy Trust if they have any concerns that meet the harm threshold. The Trust Lead will consider if advice or a referral is needed via the Local authority designated officer (LADO)

25.3 All staff working within our Academy Trust schools must be familiar with the procedures for raising concerns about a member of staff or their practice. (See allegations against staff policy for further information)

25.4 Where a member of staff has a low-level concern, they must feel able to report this to the head teacher where this concern will be recorded and responded to in line with the policy.

25.5 All staff receive annual training in relation to safer working practice, and it is an expectation that all of the Academy Trust staff will conduct themselves with high levels of professionalism at all times. Where a member of staff is in breach of the code of conduct or

could be putting the Trust or its schools into disrepute this may be subject to disciplinary procedures.

26. Information Sharing and Child Protection File Transfers

26.1 Principles of Information Sharing

- Data Protection as an Enabler: The Data Protection Act 2018 and UK GDPR allow the processing and sharing of personal data necessary to protect a child from harm or neglect.
- Overriding Duty: Data protection laws must never be a barrier to sharing safeguarding information. The child's safety and welfare take absolute precedence over data privacy considerations.
- Standards: Shared information must be accurate, necessary, proportionate, and transmitted securely only to relevant personnel.

26.2 Secure and Swift File Transfers When a pupil moves to another setting, the Designated Safeguarding Lead (DSL) must securely transfer their child protection file:

- Files must be transferred to the receiving setting within 5 working days of the pupil joining (or within 5 days of enrollment confirmation during school holidays).
- Transfer Methods: Transfers must occur via secure system-to-system portals (e.g., CPOMS), encrypted digital channels, or hand-delivered/recorded delivery for physical paper records marked strictly for the receiving DSL.
- The file must include a summary chronology, past incident logs/referrals, details of active interventions (Family Help, Child in Need, Child Protection), and any relevant legal orders.
- The sending DSL must obtain written confirmation of receipt within 5 working days and follow up if unacknowledged. Transfer logs are retained according to statutory retention rules.

26.3 Missing Children and Unknown Destinations: If a child leaves and their destination is unknown, the DSL must notify the local authority Children Missing in Education (CME) team. The child protection file is retained securely on site and flagged for immediate transfer once a new setting is identified.

27. Safer Recruitment & Volunteer Vetting

27.1 Principles

All staff, governors, and regular volunteers undergo rigorous pre-appointment vetting to ensure their suitability to work with children.

27.2 Volunteer Vetting Rules

- Being supervised by staff no longer exempts a volunteer from being classified as engaging in regulated activity.
- Volunteers are in regulated activity if they teach, care for, or supervise children once a week or more, on more than 3 days in any 30-day period, on any overnight stay, or if providing personal care.

- There will be Mandatory DBS Checks carried out in all Ebor Academy Schools An Enhanced DBS with Children's Barred List check is legally required before starting. Allowing a barred individual to serve is an offence.
- Non-Regulated Activity (Ad-hoc): Requires a written risk assessment by the DSL to determine check levels. Unchecked volunteers are never left unsupervised.
- Single Central Record (SCR): All regular volunteers must be recorded on the SCR.
- We will seek letters of assurance for all child facing contractors and ensure that they are aware of our safeguarding policies and procedures.
- No contractor without a DBS will be unsupervised on the site with children.

Appendix 1. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by City of York Safeguarding Children Partnership.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter- Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy
- The "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children.

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

This policy also complies with our funding agreement and articles of association.

Appendix 2. Equalities and additional risk factors

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We will ensure appropriate consideration of children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education
- Are living in a household where domestic abuse is occurring
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

Annex B of KCSiE contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

- Should staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).
- **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.**

This is a valuable supplement to our awareness of risk and harm and is available from the link below for frequent reference.

KCSIE26

Appendix 3.
Police and Criminal Evidence Act (1984) – Code C

1. The Headteacher, Designated Safeguarding Lead (DSL) and deputy (DDSL) are aware of the requirement for children to have an appropriate adult when in contact with Police officers.
2. PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for these purposes.
3. PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.
4. If a police officer arrives at the academy wishing to speak with a pupil, the receptionist will inform the principal and the DSL and follow the visitor's policy. The DSL will ensure that arrangements are made to inform parents that this is the case and seek their presence at the academy as the appropriate adult. If for any reason the parent cannot attend to be an appropriate adult the DSL or Principal will ensure that an appropriate adult is provided from the academy leadership team.
5. The DSL (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on our online safeguarding system.
6. If, having been informed of the vulnerabilities, the DSL (or deputy) does not feel that the officer is acting in accordance with PACE, they will ask to speak with a supervisor or contact 101 to escalate their concerns immediately.
7. A person whom there are grounds to suspect of an offence must be cautioned before questioned about an offence, or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.
8. A Police Officer must not caution a child or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.
9. The appropriate adult' means, in the case of a child:
    - the parent, guardian or, if the child is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
    - a social worker of a local authority or, failing these, some other responsible adult aged 18 or over who is not:
    - a police officer;
    - employed by the police;
    - under the direction or control of the chief officer of a police force; or
    - a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions.

Further information can be found in the Statutory guidance - PACE Code C 2019.

[1] The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*
[2] A person need not be cautioned if questions are for other necessary purposes, e.g. (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.