



# EBORA ACADEMY TRUST

Policy Number

4A

Safeguarding First Principles  
To be read with Child Protection & Safeguarding Policy

**Approved By:** CEO/Chair of the Board of Trustees

Subject to full ratification at next Trustee Board meeting to be held July 2020 - amended and updated in light of COVID-19 guidance and requirements

**Approval Date:** June 2020

**Review Period:** Annually

**Review Date:** June 2021

**Author:** Rebecca McGuinn, (ESIT- Lead Safeguarding, behaviour & wellbeing)

**Date Created/updated:** May 2020

**Version Number:** 1

**Contents:**

<b>Section Number</b>	<b>Title</b>	<b>Page</b>
1	Guidance for all staff, directors, governors, students, pupils and volunteers	3
2	Good practice in adult behaviour in schools	3
3	Responding to a child's emotional or physical needs	4
4	Responding to problematic behaviour	5
5	Engaging Families	5
6	Equality and Diversity	6
	Declaration	7

## 1. Guidance for all staff, directors, governors, students, pupils and volunteers

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

## 2. Good practice in adult behaviour in schools

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

not make remarks or jokes to colleagues, parents or students/pupils of a personal, sexual, discriminatory, intimidating or otherwise offensive nature.

- 2.2 Mobile phones should never be used in the presence of children (particularly in lessons), or in areas where children frequent, such as corridors. Phones should only be used in empty classrooms or in the staff room/school office. Adults should also not make arrangements to contact, communicate or meet with students/pupils or parents outside of school through the use of email, texting, other electronic messaging systems and social networking sites. Adults should **never** give out their personal telephone number and email addresses to students/pupils and parents to communicate with them by text or via the internet.
- 2.3 Adults should only touch students/pupils or other adults for professional reasons, and when it is necessary and appropriate for the students/pupils, parents or a colleague's wellbeing or safety (such as comforting a child after a fall, or when a colleague is extremely upset).
- 2.4 Any form of physical intervention should always be reported on a "cause for concern" sheet and given to the Executive Headteacher/Head of School. Parents should also be informed if physical intervention has occurred.
- 2.5 When working one-to-one with children, adults should ensure, where possible, that this is done in a public place e.g. the hall, library. If it cannot be avoided and they have to work alone with a child in a room that has not had glass panels fitted, adults should ensure that they behave in a mature, respectful, safe, fair and considered manner. Glass panels in doors should not be covered with posters – it is important that actions are as transparent as possible.
- 2.6 When filming and/or photographing children, adults should always be clear about the purposes, particularly to the students/pupils and make sure that there is clear educational justification for any photography or filming of students/pupils. The school holds details of Data Protection photographic permission on each child's admission form to school and these should always be referred to, especially when there are any plans to publish any photos.
- 2.7 Adults should not offer to give lifts to children or families unless parental permission and Executive Headteacher/Head of School agreement has been given to do so. The Head of School must be aware when staff have offered a lift and for what purpose.

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

- 3.1 Every day, adults in school will respond to children's emotional and physical needs. This could be for a variety of reasons, including when a child is distressed, has intimate care needs, is a victim of bullying, experiencing parental separation or bereavement or when a child has chosen to make a disclosure to you. Adults should always avoid behaviour that could be interpreted as physically intrusive and (where possible) avoid being isolated with a child especially in toilet areas, which should be entered (where possible) with another staff member.
- 3.2 Those adults carrying out personal care tasks that students/pupils cannot carry out for themselves will need to enter children's toilets and accessible toilets during the normal

course of their duties. If you need to enter for some other reason, knock on the door and loudly announce your intention to enter before doing so.

- 3.3 Adults who need to carry out intimate care of children should only touch for professional reasons and when it is necessary and appropriate. Children should be encouraged to undertake this themselves in the first instance. Adults should wear appropriate equipment to undertake such an activity (gloves, aprons) and ensure that waste is disposed of in the appropriate bins (reception toilet area).
- 3.4 Adults should be careful about physical contact with students/pupils, particularly in one-to-one situations. Where possible, children should be comforted by talking to them and reassuring them. Limited physical contact is appropriate on occasions (arm on shoulder, or nursing a distressed child), but adults must be careful that the intention cannot be misunderstood.
- 3.5 If a child makes a disclosure the child who discloses the information should be reassured, told that they were right to do so and that they are not to blame, and take what the child says seriously. It is important to listen rather than ask direct questions to what is being said without displaying shock or disbelief, accept what is being said and allow the child to talk freely. The adult should explain what has to be done next and who has to be told and a written record then made. Information should be passed without delay to the Designated Senior Person (Executive Headteacher/Head of school), or in his/her absence, a member of the safeguarding team.

## **4. Responding to problematic behaviour**

- 4.1 There will be times when a child may display problematic behaviours which could include being aggressive to staff/ children/ parents, sexualised behaviour towards staff/ children/ parents, or disruptive behaviour.
- 4.2 Adults should not ignore a situation where a pupil or a parent is acting in a threatening manner, nor should they risk an escalation of the situation by shouting back. The policy is to remain calm and use a calm but clear voice at all times. It is always better to aim to diffuse the situation or prevent the pupil being hurt – adults have a legal duty to do so. Staff should calmly acknowledge that the individual is upset and suggest that they leave the area to “cool down”. We ask adults to only intervene physically (in line with team teach guidance) with a child, if verbal intervention fails and only if absolutely necessary. In such cases the adult should ensure they safeguard themselves. A trustworthy pupil must be sent to find help immediately if there is no other adult available, making clear the urgency of the situation. Incidents must be recorded on a “cause for concern” form, as soon as possible after the event and given to Executive Headteacher/Head of School.
- 4.3 Occasionally a child/parent may develop an infatuation with an adult in school. This can be serious and any incidents where adults suspect a child/parent may have developed an infatuation should be reported to the Executive Headteacher/Head of School, who may decide to discuss the matter with the LA representative (LADDO). Adults should maintain a record of their observations and concerns of such infatuations, providing dates and times and an accurate account of any action/conversation on a “cause for concern” form.

## **5. Engaging Families**

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

## **6. Equality and Diversity**

- 6.1 Schools within the Ebor Academy Trust are inclusive schools and adults should follow the Equality Policy and treat everyone respectfully, irrespective of what they believe personally. In our schools adults will come across cultural differences in childcare or parenting practices, different religious practice and spiritual needs, or a clash of cultural beliefs, such as the role of men/women. All should be respected. However, it is possible that despite the work of the school to promote equality and diversity there may be incidents of bullying, racism, homophobia or other unacceptable behaviour. For example, adults may hear a child calling another a racist name, or insulting another because of their sexuality or special needs.
- 6.2 If adults need to respond to oppressive/discriminatory behaviour they should approach it with sensitivity, remain calm and use a calm but clear voice at all times. They should always make it clear that it is unacceptable behaviour and give both sides a chance to tell their point of view. Both parties should be told that the incident will be investigated thoroughly. The Executive Headteacher/Head of School must be informed as soon as possible of the incident, record it on the appropriate form and inform parents.
- 6.3 It is important that adults in school do not ignore the incident and do not treat the two parties separately or differently. They should never risk an escalation of the situation by handling it insensitively; it could lead to further violence, prosecution and legal action. Adults should never use behaviour that could make the student/pupil/pupil/parent/staff member feel threatened, intimidated or humiliated.

I have read and will observe the Safeguarding First Principles

Signed.....

School Name: .....

Position: .....

Date.....

**Please Note:** *Directors of the Ebor Academy Trust have overall responsibility for this policy, however where applicable responsibility is delegated to the individual schools Directors or Governors.*