



EBORA ACADEMY TRUST

Policy Number

4

**Statutory
Child Protection & Safeguarding Policy**

Signed: _____

Dated: February 2017

Review Date:

Review Period: Annually

Ebor Academy Trust

Safeguarding Policy and Child Protection Policy

Persons Responsible: Executive Headteacher, Heads of School, Family and Pupil Support Team Leader, Special Educational Needs and Disabilities Co-ordinator, the Board of Trustees, Local Governing Bodies, and the Designated Safeguarding Trustee/Governors at all academies within the Trust.

Distribution: Trustees/Governors and Staff, who should all read and sign a copy

This policy should be read in conjunction with the Ebor Academy Trust Safeguarding First Principles - Code of Conduct and the other Academy policies referred to in the text.

Signature: Date:
Executive Headteacher/Head of School

Signature: Date
Chairman of Trustees/Governors

I have read this Policy and agree to observe it myself and to support others in doing so.

Signature

Name (print) Position

Date

1. THE PURPOSE OF THIS POLICY

This policy lays out the principles on which the approaches to safeguarding and child protection within the Ebor Academy Trust are based. It provides clear and simple guidance to all those involved with the Academy, so that each Academy is a safe and supportive Academy for all those who learn, work or volunteer in it. The Ebor Academy Trust is committed to carrying out its statutory duty to protect children in a clear and accessible way, and to providing a child-centred environment in which children's rights are respected, and their parents/carers can be confident of their children's safety and wellbeing. It is based on the statutory guidance to be found in Working Together to Safeguard Children (March 2013), Keeping Children Safe in Education (May 2016) and associated regulations.

In our Academy; **all** staff and visitors know how to keep children safe, and what to do and who to tell if a situation arises in which a child's safety or welfare is at risk. There are clear accountability and safety monitoring arrangements in place, and Academy Trustees/Governors are fully involved in supporting these and holding the school to account.

Our aim is for all schools within the Ebor Academy Trust to be safe schools for all who learn, play and work in them.

All staff members should receive appropriate safeguarding and child protection training including safety/online which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Designated members of staff for safeguarding should have safeguarding training every two years and their knowledge and skills should be refreshed annually.

2. OUR SAFEGUARDING AND CHILD PROTECTION FRAMEWORK

We believe that there are three key aspects to safeguarding, and that there should be clear policies, guidance, lines of accountability and monitoring of each aspect. These form the basis of this policy and the structure of the safeguarding team in each school. The names, roles and photographs of each member of staff in the safeguarding team are displayed in each school.

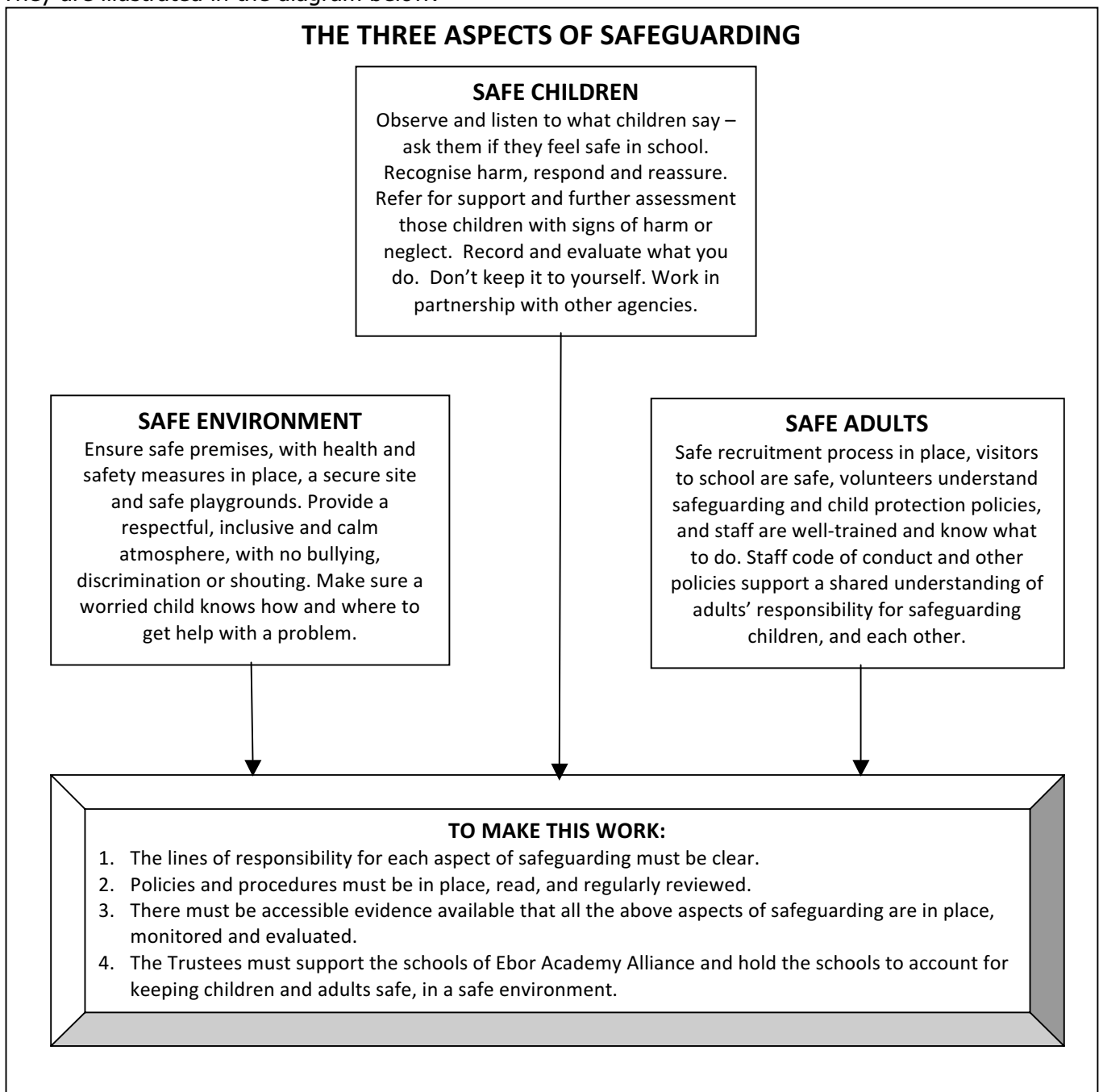
The three aspects are:

SAFE CHILDREN

SAFE ADULTS

SAFE ENVIRONMENT

They are illustrated in the diagram below:



3. WHO IS RESPONSIBLE FOR WHAT?

Every adult who comes into the Academy has a part to play in keeping our children safe from harm - safeguarding is everyone's responsibility.

The Board of Trustees and Local Governing Body from each school within the Trust is responsible for ensuring that children in the Academy are protected from harm and neglect. It does this by

- Ensuring that the Safeguarding and Child Protection Policy is reviewed annually.
- Appointing a Member of the Trustee Board with responsibility for safeguarding.
- Ensuring that a Trustee is available to attend the Safeguarding meeting, each half-term, and that they will present the minutes of that meeting to the Board of Trustees and the Local Governing Body
- Receiving an annual report on safeguarding from the Head of School of each academy within the Trust.
- Ensuring that new Trustees/Governors undertake the required safeguarding training and understand their responsibilities.
- Ensuring that the other Academy policies relevant to safeguarding (and referred to in these procedures), such as health and safety, are in place and reviewed regularly.
- Ensuring that safe recruitment procedures are followed when appointing staff.

The Executive Headteacher has the overall responsibility, as the designated professional lead, for all the operational aspects of safeguarding, ensuring that appropriate records are kept and reporting to the Trustees/Governors on the matters covered by their responsibilities, as above. This responsibility will be delegated to each Head of School who will hold overall responsibility on a day to day basis.

Each Academy has a member of staff, supported by his/her team and classroom staff, who is responsible for the collection and recording of information about vulnerable and at risk children, and sharing this with the Head of School and/or other agencies, so that the right decisions about further action to support and protect children are made, based on evidence and the best interests of the child.

4. SAFE CHILDREN

4.1. CONTEXT

Children are vulnerable to many types of harm. These can include physical and sexual abuse, emotional harm from a variety of causes, which can include witnessing domestic or other types of violence, and neglect, which is the hardest form of abuse to identify. If not dealt with, this can cause lasting harm to children's welfare and development.

Not all harm is the result of a single incident. Staff have a responsibility to use their unique relationship with children to build up a picture of a child's overall welfare over time and assess any risks to them. Some children are unable or unwilling to describe their experiences, but will act out their distress by failing to make educational progress or by challenging behaviour.

This means that **all those** who come in contact with children in school must be able to recognise children who may be experiencing harm or abuse, and know what action to take. There are systems in place to identify and monitor vulnerable children, and to determine which children need additional help and support, whether from within school or from other agencies. However, where there is evidence of, or likelihood of, significant harm to a child, the school must follow the procedures of the Local Authority Safeguarding Children Board and contact the police or children's social care services.

4.2. EARLY INTERVENTION, SUPPORT AND PREVENTION OF HARM

Vulnerable children are those with family circumstances which may affect their ability to benefit fully from their schooling, for reasons such as persistent absence, emotional or mental health difficulties, domestic violence, parental illness or substance misuse, being a young carer or belonging to a minority or disadvantaged ethnic group. It also includes children who feel unsafe in school or who are being bullied.

Some children need additional services in order to achieve and maintain a reasonable level of health and development. This will include children who are in receipt of Deprivation Pupil Premium (DPP), Service Child Premium (SCP), Adopted from Care Premium (ACP) or Looked After Premium (LAP), living with disabilities or who have other special needs.

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. Staff identifying emerging problems would liaise with the designated safeguarding lead and share information.

The Academy has a responsibility to identify, support or refer for additional services any children who show signs of being in need or vulnerable. The keeping of careful records of concerns, and reviewing them regularly to identify the point at which additional action is needed, is central to meeting the needs of these children and enabling them to learn effectively.

We do this by

- Continuously monitoring low level concerns about children's behaviour, and physical and emotional presentation.
- Keeping consistent records of these concerns, and collating and reviewing them regularly.
- Ensuring that all information is shared appropriately, and that decisions about further action are taken at the correct level of responsibility in a meeting which includes the Head of School or his/her representative.
- Informing parents/carers and enlisting their support when there are concerns about their child, unless this would place the child at risk of harm, in which case other steps will be taken to protect the child (see below).
- Providing carefully planned and evaluated emotional and behavioural support to vulnerable children.
- Ensuring the Academy participates fully in meeting the needs of looked after children and children with additional needs, and is represented at reviews and planning meetings, including child protection conferences.

The appropriate member of staff, supported by the Head of School, will be responsible for this.

4.3 INVOLVING OTHER AGENCIES IN SUPPORTING A VULNERABLE CHILD

Where concerns about vulnerable children are increasing, or planned interventions are not having an effect, consideration should be given to consultation with the Children's Social Care Referral and Assessment Service (Front Door/CSCRAS) and/or the completion, with other agencies, of a Common Assessment Framework (CAF) or Family Early Help Assessment (FEHA). This will enable a multi-agency assessment of the child's needs to be made, and support plan made for the family. The Academy will be fully involved in this process and the monitoring of the child and family's progress with the plan. These interventions will provide the support the child needs outside of the Academy environment, and also contribute to an assessment, if one becomes necessary, under the child protection procedures.

4.4 CHILD PROTECTION PROCEDURES AND PRACTICE

If a child, or children; appear to be at risk of, or to have suffered, significant harm, the interagency Child Protection Procedures must be followed under section 47 of the Children Act 1989. The Local Authority Safeguarding Children Board's Child Protection Procedures, which apply to all agencies and describe how agencies should work together, give clear guidance on how to make enquiries into suspicions or allegations of harm to children, and when to refer to the Local Authority Designated Office (LADO).

The following is a summary of the key points relating to schools:

- Any member of staff or volunteer who is concerned about a child must inform the member of staff with responsibility for safeguarding and child protection and/or the Head of School/Deputy Head in each Academy immediately. Do not keep your concerns to yourself. This applies to any new concern, whether or not the child is already identified as vulnerable.
- Accurate factual information about the cause for concern, including anything said by the child, must be recorded and the original notes passed to the senior member of staff dealing with the matter.
- The Head of School, or the member of staff with responsibility for safeguarding and child protection, will decide whether to refer the matter to the police Vulnerable Person's Unit or the Children's Social Care Referral and Assessment Service, for advice or immediate action to protect the child.
- Dependent on the advice received, steps may be taken to protect the child, and the parents/carers may be informed (unless this would compromise an investigation or place the child at risk).
- All referrals to other agencies on matters of child protection should be made as soon as possible and no later than 24 hours after the incident/cause for concern was noticed.
- If a formal joint police and children's social care investigation into suspected harm to a child is started, the Academy will attend and contribute to any subsequent meetings or case discussions, including the Initial Child Protection Conference.
- If no formal enquiry results, a support plan for the child may be made, either using the Common Assessment Framework (CAF), the Family Early Help Assessment (FEHA) or the Academy's own support procedures (see below).

Anyone talking to a child who discloses that they have been harmed, should observe the following:

- Listen to what is being said without showing shock or disbelief.
- Accept what is being said without comment.
- Allow the child to talk freely, listen and don't ask leading questions.
- Reassure the child that they are right to tell someone, and have done the right thing.
- Do not promise confidentiality – it might be necessary to refer to the police, or to the Children's Social Care Referral and Assessment Service.
- Reassure him or her that what has happened is not his or her fault.
- Do not criticise the alleged perpetrator, judge or offer an opinion.
- Explain what has to be done next and who has to be told.
- Do not ask a second person to speak to the child to further discuss the disclosure.
- Make a written record as soon as possible, with your name, the date and time.
- Only talk to the child's parents/carers if this has been agreed within the decision-making process.

If a child or children from the Academy become the subject of a child protection plan following an Initial Child Protection Conference, the Academy will be expected to carry out any actions agreed in the Plan, and to attend Core Group meetings and subsequent Review Child Protection Conferences. It will be the responsibility of the member of staff with responsibility for safeguarding and child protection to organise this.

4.5 CONFIDENTIALITY

Safeguarding raises issues of confidentiality that must be clearly understood by all staff/volunteers within the Academy.

- All staff in the Academy, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Social Care and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts, and it should never be discussed elsewhere.

4.6 OTHER MEASURES WHICH KEEP CHILDREN SAFE IN THE ACADEMY

There are other aspects of life in the Academy community which contribute to the safety or vulnerability of the children within it. These are:

- ***Preventing and managing challenging behaviour***
We do this by ensuring that the Behaviour Policy for each Academy within the Trust is used consistently and that all those who work with our children, including supply staff and students, know how it works and observe it. We have in place a system for identifying and providing interventions for children who cannot manage their behaviour and emotions. We make regular evaluations of the effectiveness of the Behaviour Policy.
- ***Attendance***
We robustly monitor the attendance of vulnerable children and follow up absence where we have concerns about children's welfare. We try to minimise the exclusion of children, and then only in the most extreme circumstances and in conjunction with the provision of other services which address the child's needs.
- ***Children Missing from Education***
All children, regardless of their circumstances, are entitled to a full time education. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education. A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Staff follow procedures for unauthorised absence and children transferring to another school.

Honour Based Violence (HBV)

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

- **Peer on Peer Abuse**

We do this by ensuring the Ebor Academy Trust Anti-bullying policy is used consistently, and that children are regularly asked if they are experiencing bullying or bullying others. Information from the Pupil Voice and Tell Sam surveys can help identify potential issues. We ensure that the playground is a safe place for all children through the Behaviour Policy.

- **Keeping children safe when online or using social media (e-safety)**

We do this by observing the E-safety Policy, and expecting all staff to be vigilant for any evidence that children are accessing inappropriate content or being affected by involvement in social media. We contact parents/carers as soon as any such evidence comes to light. We make children aware of the risks whenever appropriate. We take care with the use of photography, and are careful not to place identifying information about children on our website.

- **Listening to and respecting children's views**

Children are only safe when they feel as if adults respect them and will listen attentively to their concerns. We encourage this by holding surveys of pupils/students' opinions, and supporting the work of the School Councils, as well as by treating them respectfully at all times. We aim to make it as easy as possible for worried children to speak to an adult who can help them.

- **Whistleblowing**

If members of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the management accordingly. This can be done in writing or verbally, but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. For further information please see the Whistleblowing policy for the Ebor Academy Trust.

5. SAFE ADULTS

5.1 CONTEXT

All adults who come into contact with children in an Academy are part of the system which keeps children safe. They must know how to recognise harm, and what to do if they suspect any sort of risk to children, or if children are demonstrating by their behaviour, or reporting directly, that they are at risk of any sort of harm. They must never ignore such signs and must always report their concerns to the appropriate person and seek advice.

It should also be acknowledged and accepted by all those who work for the Academy that it is possible that adults who work in or visit schools may themselves, in rare cases, be a risk to children, either through ignorance or carelessness, or because they have deliberately chosen to work or volunteer in a school setting with the intention of abusing children. In this context adults need to be alert to the conduct of others, while ensuring that they protect themselves from allegations by observing simple precautions when in the presence of children.

The aim of this safeguarding policy is to ensure that recruitment of staff and volunteers is carried out safely, that all those who come into contact with children in the Academy have an understanding of safeguarding appropriate to their role and that the Academy is a setting in which adults engage safely with children and any unsafe actions by adults are identified and addressed promptly. The *Safeguarding First Principles* underpin this.

5.2 SAFE RECRUITMENT

We make sure that all the adults who come in to schools within the Ebor Academy Trust and have contact with children have no record of harming children, and have no opportunity to place our children at risk. We do this by:

- Using staff and Trustees/Governors who have been trained in safe recruitment when we select new staff.
- Making sure all applicants for posts have provided a full employment history and explained any gaps in it.
- Checking references carefully and wherever possible emailed to an official email address.
- Ensuring that all new staff have a clear Disclosure and Barring Service (DBS) check before they start work, are cleared by the DBS and not specifically barred from teaching or working with children.
- Complete and sign the Childcare Disqualification Form in the new starter pack.
- Requiring all new staff to read and sign the Safeguarding Policy and Procedures, and read the Safeguarding First Principles when they start working or volunteering at an Academy within the Trust.
- Keeping careful records of all the above actions.

5.3 SAFE TRUSTEES/GOVERNORS, VISITORS AND VOLUNTEERS

We make sure that adults, who visit an Academy, whether as part of their work or in a voluntary or student role, pose no ascertainable risk to our children.

We do this by:

- Asking all visitors to sign in and out, and to wear identifying badges while on the premises.
- Requiring all students and volunteers to read and sign the Safeguarding First Principles.
- Ensuring that DBS checks are in place for all Trustees/Governors and any volunteers who have regular contact with children.
- Requiring Trustees/Governors and regular volunteers to undertake the appropriate level of safeguarding training (Level 1 on-line training provided by North Yorkshire Safeguarding Children Board) and provide a copy of their certificate.

- Limiting the use of photography in school by parents/carers and visitors.
- Collectively assuming responsibility for ensuring that Trustees/Governors, visitors and volunteers conduct themselves safely when in the presence of children.

5.4 KNOWLEDGEABLE AND CONFIDENT STAFF

We expect our staff to have training in safeguarding, and to know how to recognise and act upon indications of possible harm, including unsafe behaviour by other adults and children. We expect adults to know how to keep themselves safe from situations in which they might be accused of harming a child, and to challenge any colleagues who appear to them to be acting unsafely in relation to children. (See *Safeguarding First Principles*).

We do this by:

- Requiring all staff to read, sign and to agree that they will observe, the Safeguarding First Principles and Safeguarding Policy and Procedures.
- Expecting staff to undertake training on safeguarding and update this periodically.
- Keeping up to date records of all safeguarding training.
- Reminding staff in appraisals and staff meeting of their safeguarding role, and identifying any specific training needs.
- Systematically following up any safeguarding shortfalls with open discussion which promotes learning and raises safeguarding standards.

5.5 ALLEGATIONS AGAINST STAFF, TRUSTEES/GOVERNORS OR VOLUNTEERS

This section follows the NYCC procedures on allegations against staff.

If any child says, or an adult observes or believes, that members of staff, Trustee, volunteer or student has:

- Behaved in a way that has, or may have, harmed a child physically, sexually or emotionally.
- Possibly committed a criminal offence against a child.
- Behaved toward a child in a way which suggests he or she is unsuitable to work with children.

The person receiving the information must take it seriously and immediately inform the Head of School (or deputy in his or her absence) who will immediately inform the Executive Headteacher. This includes where the information received suggests that the incident or behaviour has happened outside the school context, for example at home or in another setting where children are present. The person receiving the information should make a careful written record of what has been said, including time, place, date and persons present.

Similarly, if any member of staff, Trustee, volunteer or student becomes the subject of a child protection or criminal investigation in respect of a child in another context, they should inform the Head of School immediately who will immediately inform the Executive Headteacher.

Allegations involving the Executive Headteacher should be passed to the chair of Trustees, or in his or her absence, the vice chair. Allegations about the chair of Trustees/Governors should be passed to the City of York Council Governance Service. Allegations about the Head of School should be passed to the Executive Headteacher.

The Executive Headteacher/chair of Trustees/Governors will not investigate the allegation, but will assess its seriousness and seek the advice of the Local Authority Designated Officer (LADO), who is responsible for investigating allegations against professionals and those in positions of responsibility in relation to children. The chair of Trustees/Governors should also be informed as soon as possible. If there is evidence that a child has been harmed or is at continued risk, the Children's Social Care Referral and Assessment Service (Front Door/CSCRAS) must be informed so that if appropriate a child protection investigation can be started. If a member of staff becomes the subject of a formal investigation, the HR procedures relating to conducting investigations must be followed.

If the LADO and Executive Headteacher decide that a formal child protection enquiry is not needed, they will consider whether an internal or disciplinary investigation should take place, and how this will be carried out. In this case, the subject of the allegation will be told of the allegation as soon as possible, and NYCC HR procedures followed.

5.6 A CULTURE OF SAFETY AND OPENNESS

Children are safest where there is a culture of respect and openness, in which adults treat each other and the children in their care respectfully. They listen carefully to what others have to say, and do not belittle or demean others, either directly or in their absence. This includes not disparaging colleagues, children or their families, in the staff room or anywhere else.

We do this by:

- Observing the *Safeguarding First Principles*, so that adults provide good role models for children and work with each other and with children in a safe and respectful way.
- Taking responsibility for each others' behaviour in relation to children, and supporting anyone who is experiencing difficulties or taking risks.
- Ensuring that the Whistleblowing Policy is known about and readily available for staff.
- Building trust with children so that they are able to talk to someone in the Academy about what is bothering them, and know who this might be.

6. SAFE ENVIRONMENT

6.1 CONTEXT

The Academy operates in both a physical and an emotional environment. Both of these need to be safe for children, so that they can concentrate on their learning and personal development, and for the adults who use the building so that they work with confidence in a safe setting.

It is important that children feel safe not just in the classroom but in shared spaces where there is less adult supervision, such as toilets, corridors and playgrounds. Research shows that many children report feeling unsafe in playgrounds and these are also the most common location for bullying behaviour. Our children are also exposed to risks outside the Academy, including where there are busy roads, bus stops and parked cars which make crossing the road hazardous. In addition, children's safety on educational visits and trips away is the responsibility of the Academy.

Most important of all is a cultural and emotional environment in which everyone, whether a child or an adult, feels listened to, valued and respected. This means that there should be no shouting, bullying or belittling of others, and that all cultural and religious beliefs are accepted and respected. Any departure from these principles should be treated as unacceptable behaviour and dealt with accordingly.

6.2 HEALTH AND SAFETY POLICIES

As a workplace, the schools within the Ebor Academy Trust are covered by the Health and Safety at Work Act (1974). Each Academy also has its own Statement of Intent for Health and Safety; which lays down basic principles for running a safe environment, and the policies which underpin this. Of particular relevance to safeguarding are the security of the sites, both as regards the admission, identification and monitoring of visitors, and the security of exit doors, windows and the perimeter fencing to prevent children from leaving the site unnoticed.

We provide our staff and children with a safe environment by:

- Having in place a Statement of Intent for Health and Safety, supported by a set of specific policies as required by law.
- Regularly reviewing and updating these policies by the appropriate committee.
- Ensuring that we respond promptly to any identified risks, and learning from individual incidents which occur.
- Carrying out regular H&S inspections of premises and installations as required.
- Ensuring that children are not able to leave the premises unobserved.
- Engaging with the local authority about road safety outside the Academy, and arranging road safety training events for our children.
- Complying with regulations about safe storage of hazardous substances.
- Observing fire regulations and carrying out practice evacuations of the premises.
- Complying with the policies which cover safe educational trips, including the carrying out of risk assessments.
- Carefully prioritising remedial works which affect health and safety so that available monies are spent to best effect.
- Ensuring that all staff and visitors are aware of relevant health and safety requirements.

6.3 PLAYGROUND SAFETY AND BEHAVIOUR

There is ample evidence from research that the design of play areas and the quality of play leadership affects the safety and enjoyment of children in the playground, and has an impact on their behaviour. Well designed, stimulating and attractive play areas in which purposeful play takes place makes a significant contribution to pupil/student safety and well-being.

The Ebor Academy Trust is committed to keeping play areas safe and pupils/students well-behaved by:

- Investing in physical improvements and equipment, which support and encourage positive play.
- Using peer and adult play leaders to support and develop children's play and behaviour.
- Involving class teachers and teaching assistants in their class's playground time.
- Keeping consistent records of playground incidents, and using these to improve how play is organised.
- Regularly seeking feedback from adults and children about their observations and experiences, so that we know if safety and behaviour are improving.

7. THE PREVENT DUTY

The Prevent duty is 'the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.' (The Prevent duty – Departmental advice for schools and childcare providers June 2015)

As an academy we need to ensure we protect children from the risks of radicalisation and extremism through our safeguarding procedures. We also need to provide a safe environment in which controversial issues can be discussed and build our pupils' resilience and self-esteem to enable them to challenge extremist views. All staff within the Ebor Academy Trust have been made aware of our responsibilities under the Prevent duty. We are amending all our relevant policies to comply with the Prevent duty. Through our RE and PHSCE curriculum and our work on Spiritual, Moral, Social and Cultural development, including fundamental British values, we will enable children to explore a wide range of issues safely.

You can download a copy of the [government's Prevent leaflet here](#)

8. MODERN SLAVERY

Modern Slavery can take many forms including the trafficking of people, forced labour, servitude and slavery. Children (those under the age of 18) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only have been recruited, transported, received or harboured for the purpose of exploitation. Every fourth victim is a child.

The term Modern Slavery captures a whole range of types of exploitation, many of which occur together. These include but are not limited to:

- Sexual exploitation
- Domestic Servitude
- Forced Labour
- Criminal Exploitation
- Other forms of exploitation

Signs of various types of slavery and exploitation are often hidden, making it hard to recognise potential victims. Victims can be any age, gender or ethnicity or nationality. Whilst in no means exhaustive, this list is a list of some common signs.

- **Legal Documentation** - Is the person in possession of their legal documents or are they being held by someone else?
- **Medical Care & Appearance** – Does the person look malnourished, unkept, or appear withdrawn? Are they suffering physical injuries, do they have old untreated injuries? Do they have few possessions and often wear the same clothes or unsuitable clothes for their work?
- **Behaviour** – Is the person withdrawn or appear frightened, unable to answer questions directed at them, accompanied by a third party who speaks for them?

- **Fear of Authorities**
- **Debt Bondage**

Signs specific to Child Victims

- **Absent Parent or Legal Guardian**
- **Multiple Children** – Are there a number of unrelated children found at one address?
- **Identity Documents** – Missing, altered or false documentation
- **Missing Children** – Children who come into contact with authorities often disappear and are re-trafficked.
- **Grooming** – Children may not always demonstrate outward signs of distress and may have a 'bond' with those exploiting them and have been groomed not to disclose their abuse.

From 1st November 2015 specified public authorities have a duty to notify the Home Office of any individual encountered in England and Wales who they believe is a suspect victim of slavery or human trafficking.

If you have encountered someone who may be a victim of modern slavery, do not attempt to act on your suspicions as they may put you or the possible victims at risk please follow the guidelines set out <https://www.gov.uk/government/collections/modern-slavery>

8. FURTHER INFORMATION

- Working Together to Safeguard Children 2013
<http://media.education.gov.uk/assets/files/pdf/w/working%20together.pdf>

Keeping children safe in education May 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- City of York Safeguarding Children Board Policies
01904 555695
http://www.yor-ok.org.uk/service-detail.htm?serviceid=2041_cyscb@york.gov.uk
<http://www.saferchildrenyork.org.uk/>
and
<http://www.saferchildrenyork.org.uk/>
- Safeguarding Children and Safer Recruitment in Education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- Contacting the Children’s Advice and Assessment Service (Front Door) for advice or to make a referral (including a child protection referral)

Phone 01904 551900 or the Emergency Duty Team 0845 0349417 (out of hours)

Email: childrensfrontdoor@york.gov.uk

9. SUPPORTING POLICIES

A number of policies support the consistent implementation of the safeguarding and child protection policy. These are available on the Ebor Academy website and include:

- Attendance
- Behaviour
- Educational visits
- Single Equality Scheme
- E-safety
- Health and Safety
- Supporting pupils with medical conditions (Medicine in school)
- Photographing and videoing
- Physical Restraint
- Recruitment (HR)
- Whistleblowing (in HR policy)
- Safeguarding First Principles

Please Note: Trustees of the Ebor Academy Trust have overall responsibility for this policy, however where applicable responsibility is delegated to the individual schools Local Governing Body.

References:

- Page 1 Ebor Academy Trust Safeguarding First Principles
- Working Together to Safeguard Children (March 2013) – PDF available at:
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Keeping Children Safe in Education (April 2014) – 3 x PDFs available at:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- (Safeguarding Children and Safer Recruitment in Education (January 2007) was superseded in April 2014 by the above document)
- Page 6 Children Act 1989, Section 47
<http://www.legislation.gov.uk/ukpga/1989/41/section/47>
- North Yorkshire Safeguarding Children Board
<http://www.safeguardingchildren.co.uk/>
- Child Protection Basic Awareness and E-Learning Course
North Yorkshire Safeguarding Children Board and City of York Safeguarding Children Board
<http://www.safeguardingchildren.co.uk/basic-awareness.html>
<http://www.safeguardingchildren.co.uk/e-learning-course.html>
- Page 7 Ebor Academy Trust
Behaviour Policy
- Page 8 E-Safety Policy
Local Authority Whistleblowing Policy (Schools Workforce documents?)
Safeguarding First Principles
- Page 9 Childcare Disqualification Form (New Starter Pack)
Safeguarding Policy and Procedures (this document)
Safeguarding First Principles
- Completing the online Safeguarding training –
<http://www.safeguardingchildren.co.uk/course-signup.html>
- Page 10 HR Procedures relating to conducting investigations
- NYCC HR Procedures
- Page 11 Safeguarding First Principles
Whistleblowing Policy
Health and Safety at Work Act
Statement of Intent for Health and Safety