


Policy:	<b>Safeguarding/Child Protection Policy</b> August 2021	
Status:	Statutory	
Review Date:	Annually September 2022	

*It is the policy of the school to follow the procedures laid down by the LA. This policy is therefore based on the model policy provided by the LA.*

***This policy is reviewed at least annually and was formally adopted by the Governing body on 21st September 2021.***

**Named staff and contacts:**

- **Designated Safeguarding Lead:** Emma Pepper, Headteacher
- Deputy Designated Safeguarding Lead: Allison Lawley, Deputy Headteacher
- Additional Deputy DSL: Nicola Robe, Family and Mental Wellbeing Lead
- Designated teacher for Children in care: Emma Pepper, Headteacher
- Nominated Safeguarding Governor: Dave Willmore
- Safeguarding and Performance unit contacts:

**Service Manager - Safeguarding and Performance Service**

Hayley Binley 01163057566 / 07538562293

**LADO / Allegations:**

Kim Taylor / Lovona Brown 0116 305 7597

**Safeguarding Development Officers:**

Simon Genders 0116 305 7750

Ann Prideaux 0116 305 7317

**First Response Children's Duty (Tier 4 Same-day referrals)**

Telephone 0116 3050005

Email

childrensduty@leics.gov.uk

Address First Response Children's Duty, Room 100b County Hall, Championship Way, Glenfield, LE3 8RF.

All other referrals including Early Help (Children & Family Wellbeing) Service

<http://irsb.org.uk/childreport>

Early Help queries and Consultation Line 0116 3058727

**1 Introduction**

1.1 St Botolph's CE Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. We encourage children to talk about their worries and to report their concerns to us. The pupils' welfare is of paramount importance.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*" (September 2021) and "*Working Together to Safeguard Children*", 2018.
- the Leicestershire and Rutland Safeguarding Children Partnership Multi-Agency Safeguarding Arrangements

1.3 There are four main elements to our Safeguarding/Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been harmed or abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, governors, volunteers and visitors to the school. We recognise that child protection is the responsibility of all staff. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and by raising awareness at initial meetings with parents of new pupils as well as at regular parent-teacher meetings as appropriate.

#### 1.5 **Extended school activities**

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children (inspecting these where needed) and that there are arrangements to liaise with the school on these matters where appropriate. Safeguarding requirements will be included in any lease or hire agreement as a condition of use; and any failure to comply will lead to termination of the agreement.

## **2 Safeguarding Commitment**

2.1 For the purposes of this policy, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
  - preventing 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;
- and
- taking action to enable all children to have the best outcomes.

2.2 The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff hope that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.3 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children's wishes and feelings are taken into account when determining what actions to take and services to provide and that they are able to express their views and give feedback. We will always seek to act in the best interests of children.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship/Relationships Education, Relationships and Sex Education and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help. For any children who would find talking to an adult difficult, each class has a 'worry box' where they can post concerns that will be responded to. In addition any SEND children with communication and language difficulties are fully supported by their allocated 1:1 support staff.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc.(see Keeping children safe in education part 3).

## 2.4 **Safeguarding in the Curriculum**

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE and Relationships Education, Relationships and Sex Education and Health Education and in the wider curriculum:-

- Bullying (including Cyberbullying)
- Drugs, alcohol and substance abuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate)
- Online safety
- The danger of meeting up with strangers
- Fire and water safety
- Road safety
- Domestic Abuse
- Healthy Relationships / Consent
- (so called) Honour Based Violence issues (HBV) e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 7),
- Sexual exploitation of children (CSE), including online
- Child criminal exploitation (including cybercrime)
- Preventing Extremism and Radicalisation (see Appendices 5 and 6)

## 3 **Roles and Responsibilities**

3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for the current year are listed at the start of this document.

### 3.2 **Governing Body**

In accordance with the statutory guidance "Keeping children safe in education" September 2021, the Governing Body will ensure that:-

- The school has its own child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with safeguarding concerns (including lower level concerns) and allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within any settings on the school site), undertake appropriate training which is regularly updated at least annually, (and more comprehensively, every three years in compliance with the Safeguarding Children Partnership protocol); and new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy, Part 1 of Keeping Children Safe in Education (or Annex A, if appropriate), the pupil behaviour policy, the staff behaviour policy (code of conduct), the role of the Designated Safeguarding Lead and how to respond to children who go missing from education). The Local Authority Induction leaflet, ("Safeguarding in Education Induction – Child Protection Information, Safer Working Practice") will be used as part of this induction and Annex B from "Keeping children safe in education" 2021 is provided to all staff working directly with children.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO) (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers- "Guidance for Safer Working Practice for those who work with children in education settings May 2019" (supplemented where necessary by the COVID-19 Addendum April 2020). Information is provided to the Local Authority (acting on behalf of the Safeguarding Children Partnership) through the Annual Safeguarding Return

- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and compliance/monitoring reports to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

### 3.3 **Headteacher**

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to children or young people are notified to the Local Authority Designated Officer, where the threshold is met.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children and Family Specialist Services) or the Police.

### 3.4 **Designated Safeguarding Lead**

The Designated Safeguarding Lead (or a Deputy) will always be available for staff to discuss any safeguarding concerns. The responsibilities of the DSL are found in Annex C of "Keeping children safe in education". The DSL is a senior member of staff on the senior leadership team and the role is explicit in their job description. Responsibilities include:

**Managing referrals** – to the local authority children's social care, to the Channel programme, to the Disclosure and Barring Service for staff dismissed for safeguarding concerns (as required), to the Police where a crime may have been committed

**Working with others** – to act as a source of support and advice, to act as a point of contact for the safeguarding partners, to liaise with the headteacher or principal about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations, to liaise with staff when deciding to make a referral to relevant agencies so that children's needs are considered holistically, to liaise with the senior mental health lead, to promote supportive engagement with parents and carers, to take the lead in promoting educational outcomes for children in need and those with a social worker, to liaise with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay

**Information sharing and managing safeguarding files** – keeping files confidential, secure and up to date, in a separate file for each child, including a clear and comprehensive summary, detailing how the concern was followed up and resolved, with a note of actions, decisions and the outcome, sharing information as required to safeguard children and transferring records and other relevant information to the new school within 5 days or in advance if necessary

**Raising Awareness** – ensuring each member of staff and volunteer understands the child protection policy which is reviewed at least annually, making it available publicly, ensuring staff have access to relevant training and induction, promoting educational outcomes by sharing relevant information about vulnerable children

**Training, knowledge and skills** – to undergo DSL training every two years (updating at least annually via bulletins etc) and to attend Prevent awareness training, in order to understand assessment and referral processes, to contribute effectively to child protection conferences including the importance of sharing information, to understand the lasting impact that adversity and trauma can have on children and how to respond to this, to be alert to children with specific needs eg SEND, those with health conditions and young carers, to understand the unique risks associated with online safety

**Providing support to staff** – to help them feel confident on welfare, safeguarding and child protection matters, to provide support in the referral process if required and to help them to understand that safeguarding and educational outcomes are linked

**Understanding the views of children** – encouraging a culture of listening to children and taking account of their wishes and feelings in measures taken to protect them and understanding the difficulties children may have in approaching staff about their circumstances

**Holding and sharing information** – sharing with safeguarding partners, other agencies and professionals and transferring records between schools and colleges in accordance with data protection legislation, keeping detailed, accurate and secure written records and understanding the purpose of this

#### **4 Records, Monitoring and Transfer**

4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. Records of concerns are typed using the 'Safeguard my School' software. Staff report, time and date the incident and these are then passed immediately to the DSL, or a deputy in the DSL's absence, who send an electronic confirmation of receipt by return. The Designated Safeguarding Lead/Deputy is responsible for such records and for deciding at what point these records should be shared with other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).

4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

4.3 Child protection records are stored securely, with access confined to specific staff – the Designated Safeguarding Lead and relevant Deputies.

4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case file chronology, summarizing case activity and significant events in the child's life, helps to enable effective monitoring. Any actions taken are clearly indicated.

4.5 When children transfer school their safeguarding records are also transferred within 5 days of them starting. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support relevant

information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g. Police, are copied.

## **5 Support to pupils (including those about whom there are mental health concerns)**

5.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. Children may be vulnerable because, for instance, they have an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. It is therefore important that staff recognise that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. For such children school may be one of the few stable, secure and predictable components of their lives. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following this policy and speaking to the designated safeguarding lead or a deputy. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs, disabilities or physical health issues. We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care. General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 8 of this policy and further information about specific forms of abuse are contained within Appendix B of the statutory guidance, "Keeping Children Safe in Education".

5.2 **Peer on peer/child on child abuse** - We recognise that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as "banter", "just having a laugh" or "part of growing up". This abuse could for example include sexual violence and sexual harassment, "upskirting", initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of indecent images, causing someone to engage in sexual activity without consent and physical violence (eg hitting, kicking, shaking, biting, hair pulling, etc). This may be experienced by both boys and girls, however, girls are more likely to be the victims and boys perpetrators. There are different school and local authority or Safeguarding Children Partnership guidances and policies which detail the school's procedures to address and minimise these concerns including;

1. Pupil Behaviour Policy

2. Anti-bullying Policy

3. E-safety/Online safety Policy

4. "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance)

5. DfE guidance “Sexual violence and sexual harassment between children in schools and colleges” and Part 5 of “Keeping children safe in education”.

Children will be encouraged to report to a **trusted adult in school** all incidents of peer on peer abuse wherever it may have happened and will be taught about alternative ways of doing this both in school and elsewhere eg via a “worry box”. They will always be taken seriously and never given the impression that they are creating a problem by reporting their concern or made to feel ashamed. Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and a thorough investigation conducted by the DSL. A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Parents or carers of the children involved will be informed as soon as it is appropriate to do so. Support plans will be written and help offered, by different adults in school (to avoid a possible conflict of interest), to the alleged victim, the child or young person accused and any other children involved. A referral to any relevant outside agency will be made eg Police or Social Care. Detailed procedures are included in the linked school policies listed above.

The following steps will be taken to minimise the risk of peer on peer abuse:

- Staff training to ensure an understanding of what it is and how to recognise signs
- Promotion of a supportive environment by teaching about acceptable and unacceptable behaviours (including online) in both assemblies and the wider curriculum eg RSHE
- Clear procedures put in place to govern the use of mobile phones in school
- Appropriate staff supervision of pupils and identifying locations around the school site that are less visible and may present more risk to pupils

5.3 **Online safety** – We recognise that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online as well as face to face. Some children may use mobile and smart technology, whilst at school and outside of school, to sexually harass their peers, share indecent images (consensually and non-consensually) and view and share pornography and other harmful content. Many children have unrestricted access to the internet via their mobile phones and our online safety policy describes the rules governing their use in school. It also sets out the school's response to incidents which may involve one or more of the four areas of risk – content, contact, conduct and commerce. Online safety is a consideration running through the planning and implementation of all relevant policies and procedures. Staff will always respond if informed that children have been involved in sharing indecent images. The DfE guidance “Sharing nudes and semi-nudes: advice for education settings working with children and young people” (Dec 2020) will be used to guide the school's response on a case by case basis.

The key points for staff being:-

- Report immediately to the DSL
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).



- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

**5.4 Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. 'Upskirting' is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim). Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

#### Curriculum

- Planned PHSE and Relationships, Sex and Health Education will include personal privacy, respect and consent so that children will have a better understanding of how to behave towards their peers including online. This will be taught alongside other safeguarding issues as set out in the DfE statutory guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education" . This will be appropriate to pupils' age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

#### Responding to an incident

- School will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges', September 2021.
- Relevant staff will liaise with the police, social care and parents as appropriate.
- Support will be offered to both the alleged victim(s) and child(ren) accused. Parents will be included in discussions about the format that this support will take.

**5.5 Children Missing (including absence from school)**– our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that when children go missing this is a sign that they may have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision or have an agreed reduced timetable are more likely to be vulnerable to these forms of exploitation.

**5.6 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)** are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a

child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. CSE and CCE can affect both males and females and can include children who have been moved (trafficked) for the purpose of exploitation. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted - exploitation, as well as being physical, can be facilitated and/or take place online. CSE can include 16 and 17 year olds who can legally consent to sex but they may not realise they are being exploited eg they believe they are in a genuine romantic relationship. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. CCE can also involve working in cannabis factories, shoplifting or pickpocketing and may involve coercing children to commit vehicle crime or serious violence towards others. It is important to note that the experience of girls can be very different to that of boys but girls are also at risk. Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

5.7 **Serious violence** – is associated with a number of risk indicators in children including increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries. Staff will be made aware of these and of the other risk factors which increase the likelihood of involvement in serious violence, including, being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. Staff training will raise awareness to these risks and any concerns will be passed to the Designated Safeguarding Lead to co-ordinate a safeguarding response.

5.8 **So-called 'honour-based' abuse** - encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see Appendix 7), forced marriage, and practices such as breast ironing. All forms of so called Honour Based Abuse are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

5.9 **Modern slavery and human trafficking** – can take on many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Children may be trafficked into the UK

from abroad or moved around the country. Staff need to be aware of indicators which include, but not limited to, neglect, isolation, poor living conditions, having few personal belongings and a lack of trust and reluctance to seek help. Staff will refer any concerns to the DSL without delay who will take action and also refer victims to the National Referral Mechanism ([www.gov.uk](http://www.gov.uk)).

5.10 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, aunt or sibling).

5.11 Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints process.

5.12 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult, that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

## **6 Working with parents/carers**

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus (see Appendix 9).
- Undertake appropriate discussion with parents/carers and seek necessary consent prior to involvement of CYPS Specialist Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm.

## **7 Other Relevant Policies**

7.1 The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Pupil Behaviour
- Staff Code of Conduct/Handbook (inc. "Guidance to safer working practice")
- Anti-Bullying (including Cyberbullying)
- Use of Reasonable Force
- Special Educational Needs and Disability
- Work experience placements
- First aid /the administration of medicines
- Health and Safety
- Relationships Education, Relationships and Sex Education and Health Education
- Site Security

- Single Equality scheme
- Toileting/Intimate care
- ICT and e-safety
- Promoting British Values

The above list is not exhaustive but when undertaking development or planning of any kind the school needs to consider the implications for safeguarding and promoting the welfare of children.

## **8 Recruitment and Selection of Staff (also refer to Safer Recruitment policy)**

8.1 The school's safer recruitment processes follow the statutory guidance: *Keeping children safe in education September 2019, Part Three: Safer recruitment*.

8.2 The school will provide all the relevant information in references for a member of staff about whom there have been safeguarding concerns ie.about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated safeguarding concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

8.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

8.4 In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training

8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (last updated August 2018).

### **Appendices:**

APPENDIX 1: Procedures to follow– children

APPENDIX 2: Procedures to follow – staff/volunteers

APPENDIX 3: Low-level concerns Policy

APPENDIX 4: EYFS Summary Policy for the use of cameras and mobile phones

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## **APPENDIX 1**

### **PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD**

#### **Contents**

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#### **A. General**

1) The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website [www.lrsb.org.uk](http://www.lrsb.org.uk): The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.

2) It is important that all parties act swiftly and avoid delays.

3) Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

4) A record, dated (including the day and time) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.

5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk and/or undermine Police enquiries and in individual cases advice from Children's Social Care will need to be taken.

#### **B. Individual Staff/Volunteers/Other Adults – main procedural steps**

1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

2) As soon as possible make a dated (including the day) , timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.

3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.

4) If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or failing that to the Local Authority Allegations Manager (LADO).

5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. **Designated Safeguarding Lead – main procedural steps**

- 1) Begin an individual case file for each child involved which will hold a record of communications and actions to be stored securely (see section on Records, Monitoring and Transfer). Include a chronology of case activity.
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response Professionals Consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the LSCB Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using sexually abusive behaviour, also refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

## **APPENDIX 2**

### **PROCESS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS), SUPPLY TEACHERS AND VOLUNTEERS**

These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

There is also a school "Low-level concerns policy" which should be followed if the concern does not meet the allegations threshold above or is not considered serious enough to make a referral to the LADO.

Relevant documents:

- DfE "Keeping children safe in education: Statutory guidance for schools and colleges" September 2020 (part 4: Allegations of abuse made against teachers and other staff, including supply teachers and volunteers)

#### **1) Individual Staff/Volunteers/Other Adults who receive the allegation:**

i. Write a dated and timed note of what has been disclosed or noticed, said or done.

ii. Report immediately to the Headteacher.

iii. Pass on the written record.

iv. If the allegation or safeguarding concern is about the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager (LADO), Safeguarding and Performance Unit as soon as possible.)

#### **2) Headteacher (or Chair of Governors)**

i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.

ii. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.

iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.

iv. Report to First Response Children's Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.

v. Ongoing involvement in cases:



- Liaison with the Allegations Manager (LADO)
- Co-operation with the investigating agency's enquiries as appropriate (including working closely with the employment agency in the case of supply teachers).
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
- Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

## **APPENDIX 3**

### **Low-level Concerns Policy**

#### **1.0 Purpose**

1.1 This policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the "Guidance for safer working practice for those working with children and young people in education settings" (May 2019) (sometimes called the safeguarding code of conduct) are lived, monitored, and reinforced.

1.2 The policy should be read in conjunction with the current statutory guidance – "Keeping Children Safe in Education" Part 4, Section 2.

#### **2.0 Who does the policy apply to?**

2.1 This policy applies to all staff and other individuals who work or volunteer in school.

#### **3.0 Definition of a low-level concern**

3.1 A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the school may have acted in a way that:

- is inconsistent with the "Guidance for safer working practice" (May 2019), including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

#### **4.0 Reporting low-level concerns**

4.1 Where a low-level concern has been identified this will be reported as soon as possible to the **headteacher**. However, it is never too late to share a low-level concern if this has not already happened.

4.2 Where the headteacher is not available, the information will be reported to the Designated Safeguarding Lead or Deputy (ie the most senior member of SLT acting in this role).

4.3 Low-level concerns about the Designated Safeguarding Lead will be reported to the headteacher and those about the headteacher will be reported to the Chair of Governors.

4.4 Where the low-level concern has been reported to the Deputy Designated Safeguarding Lead, they will inform the headteacher (and DSL) of the details as soon as possible.

## **5.0 Recording concerns**

5.1 A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward (the green form).

5.2 Where concerns are reported verbally to the headteacher a record of the conversation will be made by the headteacher which will be signed, timed, and dated.

## **6.0 Responding to low-level concerns**

6.1 Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The headteacher will:

- Speak to the person reporting the concern to gather all the relevant information
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
- The information reported and gathered will then be reviewed to determine whether the behaviour,

i) is consistent with the "Guidance for safer working practice for those working with children and young people in education settings" (May 2019): no further action will be required,

ii) constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Performance Management Policy or Disciplinary Policy.

iii) is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

- Records will be made of, i) all internal conversations including any relevant witnesses, ii) all external conversations eg with the LADO iii) the decision and the rationale for it, iv) any action taken

## **7.0 Can the reporting person remain anonymous?**

7.1 The person bringing forward the concern will be named in the written record. Where they request to remain anonymous this will be respected as far as possible. However, there may be circumstances where this is not possible e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.

#### **8.0 Should staff report concerns about themselves (i.e. self-report)?**

8.1 It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the "Guidance for safer working practice". In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

#### **9.0 Where behaviour is consistent with the "Guidance for safer working practice" (May 2019)**

9.1 Feedback will be given to both parties to explain why the behaviour was consistent with the "Guidance for safer working practice".

#### **10.0 Should the low-level concerns file be reviewed?**

10.1 The records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained.

#### **11.0 References**

11.1 Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.

#### **12.0 What is the role of the Governing Body?**

12.1 The headteacher will regularly inform the Governing Body about the implementation of the low-level concerns policy including any evidence of its effectiveness eg with relevant data. The Safeguarding Governor may also review an anonymised sample to ensure that these concerns have been handled appropriately.

## **APPENDIX 4**

### **Summary Policy for the use of Cameras and Mobile Phones**

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices

- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

## **APPENDIX 5**

### **Safeguarding pupils who are vulnerable to extremism and radicalisation**

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies, including making referrals, under the Safeguarding Children Partnership procedures,
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

**Appendix 6**

**Radicalisation and Extremism Risk Assessment**

School.....

	Yes/No	Evidence
Does the school have a policy?		
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?		
Have staff received appropriate training?		
Has the school got a trained Prevent lead?		
Do staff know who to discuss concerns with?		
Is suitable filtering of the internet in place?		
Do children know who to talk to about their concerns?		
Are there opportunities for children to learn about radicalisation and extremism?		
Have any cases been reported?		
Are individual pupils risk assessed?		
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		
Comment on the school's community, locality and relevant history		
Risk evaluation	<b>Low</b>  <b>Medium</b>  <b>High</b>	Way Forward

Date completed..... Signed.....

## APPENDIX 7

### Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

## APPENDIX 8

### Indicators of abuse and neglect

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**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. They may also include 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**Neglect:** 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, for example, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## APPENDIX 9

### **Child Protection: Safeguarding children – Information for Parents**

*Wording in the school's prospectus/school website*

Our school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The school has a safeguarding and child protection policy: parents may request a copy of this.

It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.
- There are four categories of abuse: physical, sexual, emotional, neglect.
- In some cases the school is obliged to refer children to the Social Services Department, for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to the Social Services Department if it is thought that this might put the child at risk.
- The Social Services Department tries to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.
- If you think your child may have been abused you can contact the Social Services Department or the LA's Access & Welfare Service direct. If you think the abuse may have happened in school, contact the Headteacher/Designated Senior Lead for Child Protection, who is Emma Pepper. In her absence contact the Deputy DSLs, Allison Lawley or Nicola Robe. If you think your child has been hurt, arrange to visit your doctor. Comfort and reassure your child.
- If school staff need to express concerns about a child or refer a child to the Social Services Department, it is understood that this can cause distress or anger for the child's parents. It is important that all parties – parents and school staff – try to discuss these matters as calmly and sensibly as possible.
- Also refer to 'out of hours disclosures' (Appendix 10)

## OUT OF HOURS DISCLOSURES

There may be circumstances where a child makes a disclosure to their Parent/carer or another adult about a safeguarding incident that occurred within school but is disclosed after the normal school day/ weekend/ school holidays ie when school is closed.

Where this is the case, the Parent/carer can choose to take the matter straight to another agency (eg Police / Social Services) or bring this to the school's attention on the next school working day.

The usual school safeguarding procedures will be followed and the matter dealt with in accordance with this policy.

*(Historic Appendices which MAY be required depending on Covid situation...)*

### **APPENDIX 11:**

#### **Coronavirus (COVID-19) Safeguarding arrangements - March 2020**

***The current exceptional circumstances and change to school provision has brought various safeguarding issues to the fore, both in relation to pupils who continue to attend school, and those who are at home. We have outlined our response to these below as keeping children safe is our top priority.***

#### **What staff and volunteers should do if they have any concerns**

*Staff have been told to follow the same safeguarding procedures as they would in school. Report concerns immediately to the DSL (or deputy in her absence) using existing systems. When in school, this can be on the usual 'if in doubt' form. When working from home this can be called through to the DSL/DDSL or sent via secure email.*

*Where the concern is about a staff member, this can be reported in the same manner.*

#### **Dedicated Safeguarding Lead (DSL) and Deputy arrangements**

*When possible, the school will have a trained DSL or deputy DSL available on site.*

*When this is not the case, there will always be a trained DSL or deputy from the school available to be contacted via phone. There is a timetable with the DSL on duty for each day, shared with all members of staff.*

*If there is no trained DSL on site due to staff restrictions, a member of the SLT will take responsibility for co-ordinating safeguarding and contacting the available DSL/DDSL for that day.*

*If the situation becomes such that no school DSL is available (due to illness), we will utilise one of the BeSkilled Heads/DSLs who would be available to be contacted via phone or attend school if necessary.*



### **Vulnerable pupils**

The school identified all vulnerable pupils (those on a CP/CIN plan; with allocated social workers; LAC/previously LAC).

The government expectation was that these children would attend school unless it had been decided by the Social worker and the family that it is not in the best interests of the child.

**The school, working with allocated social workers and the Virtual schools, felt and agreed that where vulnerable pupils can safely remain at home, they should. At our school we currently have no children with an allocated social worker attending as it was agreed all were safe to remain at home.**

We have a process in place to check on the welfare of any pupil identified as a vulnerable child who was expected to continue to attend school, but who has chosen not to.

The parents/carers of these pupils are contacted weekly and the parents have the work mobile of the Family & Mental Wellbeing Lead whom they can contact if needed. If parents/carers do not answer the call made to them, other given names/numbers are contacted and if necessary social workers/Early Help are spoken to.

As necessary, safeguarding protocols are followed including liaising with social services as required. Any strategies or support put in place is documented and monitored. Any children with arranged CP/CIN/LAC/PEP meetings are still completed remotely and paperwork sent in line with deadlines. Where possible conference calls/video links are used to ensure all parties are kept informed.

### **Other potentially vulnerable pupils**

In addition to those identified by the government as vulnerable, our school pastoral and safeguarding leads identified any children who fall outside of this category, but who the school considered may need additional support and strategies to promote their safety and well-being when not at school.

They too are part of the process in place to check on their welfare and again, safeguarding protocols are followed including liaising with social services as required.

Any strategies or support put in place is again documented and monitored.

### **Arrangements for pupils who have an EHCP or are awaiting one**

DfE guidance makes clear that many children and young people with EHC Plans can safely remain at home. However, such pupils should be risk assessed by the school in consultation with the local authority and the pupil's parents, in order to decide whether the pupil should attend school or if they can have their needs safely met at home.

Each decision should be made individually, based on the pupil's particular needs and circumstances.

Using the above guidance, the school, working closely with parents/carers felt and agreed that where EHCP pupils can safely remain at home, they should.

We have a process in place to check on the welfare/educational support needed of any EHCP pupil through regular communication by SENCo, classteacher and 1:1 learning support contact.

For pupils who are awaiting an EHC Plan (for instance if it is being processed by the local authority or an appeal is pending / ongoing in the Tribunal), the above does not apply. However, the school has discretion to undertake a risk assessment and offer support if that is needed.

### **Risks of stigma / data breaches where children are still attending school**

Broadly, the only pupils who are currently attending school are vulnerable pupils and children of key workers. This means that there is a potential for children (particularly older pupils) to question why other children are in school. This may be quite simple for those who are children of key workers, but poses greater problems for those who are vulnerable. Other pupils may not be aware of the reasons as to why a pupil is vulnerable and care must be taken to ensure this information is safeguarded accordingly.

Government guidance (here [2]) says "...there should be no reason that vulnerable children will be identified separately. However, where parents may feel concerned that their child attending school identifies them as being in need of social work support, schools and social workers can support families to decide how best to manage that." This may mean making bespoke arrangements, which should be kept under review in order to protect confidential information about pupils.

### **Recording registration**

The DfE has published guidance as to how to record attendance during the Covid-19 outbreak. As advised, we have stopped taking normal attendance registers.

We are using the DfE/LA spreadsheet to record attendance for all children attending school during 'closure'.

The online form is submitted by midday, each weekday.

If pupils do not attend whom we are expecting, attendance is followed up by a phone call to all given contacts until the child is located and a reason given.

### **Increased Online Safety Risks**

With pupils likely to spend more time online / on social media due to remote teaching and learning and social distancing, we are particularly aware of the risks presented (such as cyber-bullying, peer-on-peer abuse and sexting).

#### **Online safety away from school**

We are providing online remote learning. We have ensured the online learning tools and systems are in line with privacy and data protection/GDPR requirements. We have sent a list of tried, tested and secure sites for the children to access, ensuring content is suitable for the age of the pupils accessing it.

We have reminded children and parents/carers about the safe use of technology and general online safety using [guidance from the UK Safer Internet Centre on safe remote learning](#), including the reporting routes that continue to be in place so they can still raise any concerns whilst online and be supported by school.

We are in regular contact with parents and carers through secure email or Weduc, reinforcing the importance of children being safe online.

All staff have been reminded of the school's safeguarding and child protection policy and procedures and what to do if they see or hear something worrying during an online session and/or a child makes a disclosure remotely.

#### **Guidance provided to staff in terms of keeping themselves safe when using remote learning:**

- Deliver the content in a neutral location with no personal items in sight;
- Be dressed appropriately (i.e. work clothes, not loungewear);
- Ensure family members are out of the room;
- Manage IT arrangements wherever possible to ensure that staff do not use their personal phones or email addresses to contact pupils / parents.

### **Pupils with particular needs**

Separate consideration has been given to pupils who may have particular needs (whether learning, emotional or otherwise) or disabilities which may make aspects of the remote learning provision particularly challenging and for pupils/families with no access to the technology/internet.

These pupils have been provided with paper packs. Staff have taken account of their individual circumstances and responded accordingly, checking on progress via email/message/call.

### **Additional staffing matters:**

#### **Working across schools; use of volunteers/supply staff**

We have no staff working across other schools and have a large staff pool that currently means we have no need for volunteers or the use of supply staff.

#### **Safer recruitment**

There are currently no plans to recruit.

### **COVID-19 Child Protection Policy Addendum (November 2020)**

During the arrangements put in place due to the COVID-19 pandemic, the Child Protection/Safeguarding policy will continue to apply unless superseded by the provisions set out here. This addendum will be reviewed and revised to take account of ongoing changes to COVID-19 guidance and arrangements.

- If the DSL and all other trained Deputy DSLs are isolating away from school, where possible, they will continue to be available to support and advise staff with safeguarding concerns. In this scenario, or where a DSL or Deputy is not available, a member of the Senior Leadership Team will be designated to respond on site to safeguarding concerns. Staff will continue to report all safeguarding concerns in the usual way (including allegations and safeguarding concerns about adults working in school) and be thoroughly briefed about any changes that are required – eg where the DSL or headteacher may be isolating at home.
- Where a child known to social care is required to isolate at home, the DSL will immediately inform the social care worker allocated to the case.
- Parents/carers of vulnerable children who are asked to isolate at home will be regularly contacted by school staff. **CP/CIN daily; other pupils at least weekly.** Where parents or carers do not respond to calls or visits, a risk assessment will be completed and a referral to Children's Services considered.
- There may be a greater prevalence of mental health concerns when children return to school following a period of isolating at home. Staff will be briefed about this and time will be made available to the DSL or other relevant staff to support children as required.
- Children will be expected to attend school unless a special arrangement is agreed. The school's standard procedures will be applied in the case of absence.
- Where a parent or carer indicates that they intend to electively home educate because of concerns related to COVID-19, before removing the child from the school roll, a meeting will be arranged involving the parent / carer, the local authority Inclusion Service and any other key professional eg social worker. All the options will be explored in order that the parents fully understand what is involved and so that the best interests of each individual child can be carefully considered before making a final decision. This is particularly important where vulnerable children, children with a social worker, and those at greatest risk of harm are

involved. Where an EHCP is in place for the child the local authority will be asked to give consent to Elective Home Education before removing the child from the school roll.

- Staff engaged in remote teaching and learning will follow the code of conduct guidance set out in the "Safer Working Practice Addendum" April 2020 (Safer Recruitment Consortium) alongside our schools Remote Learning Policy/Acceptable use.
- The online safety of children who may be learning remotely at home will be considered and any necessary adjustments made to networks and school devices used for this purpose. Children will be taught how to stay safe online when they are learning remotely.
- Safer Recruitment procedures will continue to be robustly applied including where virtual interviews may be used and if so, a risk assessment will be completed.
- The Single Central Record will be continuously updated and include the details of any staff who may be engaged in teaching and learning from home and any catch-up tutors employed by the school, for example.