



Shalom Noam Primary School

Safeguarding and Child Protection Policy

September 2020

Safeguarding and Child Protection

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor
2/9/2020	2/9/2021	Mrs Posen	Mrs Aremband	Mr Maurice Salama

The following are very important telephone numbers that must be kept up to date at all times:

Safeguarding Contacts	Name	Mobile No.	Home Tel. No.
Designated Safeguarding Lead	Mrs Posen	07974955170	
Deputy Designated Safeguarding Lead	Mrs Aremband	07841160577	02082382813
Second Deputy Designated Safeguarding Lead	Mrs Chody	07946642683	
Nominated Governor for Safeguarding	Mr Moshe Salama		
Local Authority Designated Officer (LADO)			02083592000
Out of Hours Social Services			02083594336
Police			101
Chair of Governors: Person to contact regarding concerns about the Headteacher	Mrs Nahva Rose	07984932634	
NSPCC Whistle-blowing Helpline	0800 028 0285		

We believe this policy relates to the following legislation:

- Children Act 1989
- Education Act 2002
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015

- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2019)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (2018)
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE 2015)
- Sexing in Schools and Colleges (UK Council for Child Internet Safety (UKCCIS))
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)
- Contextual Information
- Peer on Peer Abuse

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2020)' as the safety and protection of children is of paramount importance to everyone in this school.

Safeguarding and promoting the welfare of children is best defined as:

'protecting children from maltreatment; preventing impairment of children's 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'. (Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2020))

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school staff, training for school staff and with working with parents.

We believe Child Protection is the activity that is undertaken to protect children who are suffering or likely to suffer significant harm.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- To establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- To ensure all children have effective means of communication with more than one adult in the school
- To give opportunities for class or group discussions of thoughts and feelings in an atmosphere of trust, acceptance and tolerance
- To include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse.
- To ensure that all school staff are aware of what action to take when dealing with a child protection issue.
- To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and support agencies.
- To ensure compliance with all relevant legislation connected to this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body:

- has in place a child protection policy and other related procedures;
- has appointed senior members of staff to act as the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead;
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.

- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
 - Ensure that staff members have due regard to relevant data protection principles which allow them to share personal information.
 - Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
 - Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
 - Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
 - Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
 - Ensure that volunteers are appropriately supervised.
 - Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
 - Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
 - Ensure that there are systems in place for pupils to express their views and give feedback.
 - Establish an early help procedure and ensure all staff understand the procedure and their role in it.
 - Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
 - Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
 - Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
 - Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
 - Ensure that all members of the governing board have been subject to an enhanced DBS check.
 - Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- has nominated a governor to liaise with the child protection officer;
 - has delegated powers and responsibilities to the Headteacher to ensure everyone connected with the school is aware of and complies with this policy;
 - has in place safe recruitment procedures, including appropriate use of reference checks on new staff and volunteers;
 - has in place procedures to deal with allegations of abuse against members of staff and volunteers;
 - nominated the Chair of Governors to deal with any allegations of abuse made against the Headteacher;
 - has undertaken appropriate training about the ways of safeguarding children;

- will ensure that the Designated Safeguarding Lead attends appropriate refresher training every two years;
- will ensure that the Headteacher, school staff and volunteers undertake regular safeguarding training;
- will annually review all safeguarding policies and procedures;
- will undertake periodic checks to ensure all safeguarding procedures are working effectively;
- will receive an annual report from the Headteacher on safeguarding pupils in the school;
- has responsibility for ensuring all policies are made available to parents;
- To ensure the current safeguarding and child protection policy is published on the school website.
- has nominated a link governor to visit the school regularly, to liaise with the Headteacher and the Designated Safeguarding Lead and to report back to the Governing Body;
- To ensure governors and school personnel are aware of:
 - Working Together to Safeguard Children (DfE 2018)
 - Keeping Children Safe in Education (DfE 2020)

Role of the Headteacher

The Headteacher will:

Safeguard pupils' wellbeing and maintain public trust in the teaching profession.

Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, **Behavioural Policy**, the **Children Missing from Education Policy**, online safety training, and the identity of the DSL and any deputies.

- ensure the implementation of this policy, all procedures and other related policies;
- ensure everyone in the school community is aware of this policy;
- publish this policy on the school's website
- ensure all school staff and volunteers understand the safeguarding risks to children and how to report any concerns they may have;
- work closely with the Designated Safeguarding Lead and nominated governor for child protection;
- ensure both Designated Safeguarding Leads undertake two-yearly advanced training in their role;
- organise, in conjunction with both Designated Safeguarding Leads, regular awareness training on a wide range of safeguarding topics for all adults in the school community;
- keep an updated training attendance record and ensure that those who were absent from any training attend another follow up training session;
- provide evidence for Inspectors that training has been effective and has been implemented;
- provide adequate resources for the Designated Safeguarding Lead to undertake his/her role;
- ensure a safer recruitment process is in place;
- ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;

- ensure the Single Central Record is in place, up to date and fulfils all statutory requirements;
- ensure all visitors are suitably checked and monitored;
- ensure that all school staff and volunteers are able to highlight improvements to the safeguarding policies and procedures;
- ensure that all new staff undertake training in child protection procedures;
- To create and maintain a culture of vigilance.
- create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures;
- ensure school staff and pupils do not take photographic images without consent or management permission;
- establish an environment where children feel safe to talk and a culture where school staff listen to children;
- not promise confidentiality to any child but always act in the interests of a child;
- To ensure school personnel and pupils do not take **photographic images** without consent or management permission.
- To not promise **confidentiality** to any child but always act in the interests of a child.
- To ensure school personnel are constantly encouraging pupils to **assess risks** to themselves.
- To ensure school personnel have the skills, knowledge and understanding to keep looked after children safe.
- have in place effective anti-bullying strategies;
- encourage pupils to assess risks to themselves;
- ensure school staff are constantly encouraging pupils to assess to themselves;
- undertake training in safeguarding and child protection;
- provide guidance, support and training to all staff;
- provide support to school staff when dealing with a traumatic child protection situation;

Dealing with allegations of abuse made against other children

- To be aware that children are capable of abusing their peers.
- To have in place procedures to minimise the risk of peer on peer abuse.
- To investigate all allegations of peer on peer abuse.
- To ensure that when dealing with a safeguarding concern the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the Headteacher and the nominated governor;
- be trained in child protection policy procedures;
- renew training every two years in order to;
 - understand the assessment process

- understand the procedures of a child protection case conference and child protection review conference
- The **DSL** has a duty to:
 - Understand and keep up-to-date with local safeguarding arrangements.
 - Act as the main point of contact with the three safeguarding partners.
 - Make the necessary child protection referrals to appropriate agencies.
 - Liaise with the headteacher to inform them of safeguarding issues and ongoing enquiries.
 - Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
 - Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
 - Understand the assessment process for providing early help and intervention.
 - Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
 - Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
 - Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
 - Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
 - Be alert to the specific requirements of children in need, including those with SEND and young carers.
 - Keep detailed, accurate and secure records of concerns and referrals.
 - Secure access to resources and attend any relevant training courses.
 - Encourage a culture of listening to children and taking account of their wishes and feelings.
 - Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
 - Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
 - Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
 - Ensure that a pupil's child protection file is copied when transferring to a new school.
 - Be available at all times during school hours to discuss any safeguarding concerns. NB. The school will determine what "available" means, e.g. it may be appropriate to be accessible by electronic means such as phone or Skype.
 - Hold the details of the LA personal advisor and liaise with them as necessary.
 - The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left

care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

- Other staff members have a responsibility to:
- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.

Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.

Support social workers in making decisions about individual children, in collaboration with the DSL.

Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.

Follow the school's procedure for, and approach to, preventing radicalisation.

Challenge senior leaders over any safeguarding concerns, where necessary.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times.

We are particularly alert to the potential need for **early help** for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;

- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2020))

The overall intention and purpose behind the school's child protection policy is underpinned by the fundamental principle of the Children Act 1989:

'The welfare of the child is paramount'

Everyone in our school shares an objective to help keep children safe by:

- providing a safe environment for children to learn in
- being as physically and mentally healthy as possible;
- medical needs and medical conditions are well managed
- appropriate risk assessments
- safer Recruitment Policy
- identifying and responding to children in need of support and/or protection
- Security of school buildings and grounds
- SEN and inclusion
- E-safety policy
- supporting children's development in ways which will foster a sense of self-esteem and independence
- experiencing good quality education opportunities;
- providing a safe learning and working environment;
- experiencing emotional well being;
- receiving support from a network of reliable relationships;
- learning to look after themselves;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of pupils is the responsibility of all school staff and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

Abuse and neglect

All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.

All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age

Lack of concentration and acting withdrawn

Knowledge ahead of their age, e.g. sexual knowledge.

Use of explicit language

Fear of abandonment

Depression and low self-esteem

All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in [section 28](#) of this policy.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

The following are types of abuse and neglect:

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 involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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, 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 grooming a child in preparation for abuse (including via the internet).

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

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2016))

We are aware that safeguarding issues can manifest themselves via **peer on peer abuse** in the form of bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

We will inform the Designated Child Protection Officer of any allegations of abuse by any member of the school staff whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We will also inform the Designated Officer of any person connected to the school who is considered to be unsuitable to work with children.

We have a duty to ensure school staff have the **skills, knowledge and understanding** to be alert to the additional safeguarding challenges to children with special educational needs and disabilities.

We are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. We must consider, at all times, the context within which such incidents and/or behaviours occur. This is known as '**contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.'

We are aware of all matters regarding safeguarding including sexual exploitation, **Female Genital Mutilation (FGM)**, honour based violence (HBV) and sexting. We have a mandatory reporting duty which requires health and social care professionals and teachers to report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out. We will report any concerns we may have regarding pupils who may have been affected by any of these issues.

For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

FGM is considered a form of abuse in the UK and is illegal.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

The socio-economic position of the family and their level of integration into UK society

Any girl with a mother or sister who has been subjected to FGM

Any girl withdrawn from PSHE

Indicators that may show FGM could take place soon include the following:

When a female family elder is visiting from a country of origin

A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'

A girl may request help from a teacher if she is aware or suspects that she is at immediate risk

A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

Difficulty walking, sitting or standing

Spending longer than normal in the bathroom or toilet

Spending long periods of time away from a classroom during the day with bladder or menstrual problems

Prolonged or repeated absences from school followed by withdrawal or depression

Reluctance to undergo normal medical examinations

Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Forced marriage

For the purpose of this policy, a "**forced marriage**" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:

Becoming anxious, depressed and emotionally withdrawn with low self-esteem

Showing signs of mental health disorders and behaviours such as self-harm or anorexia

Displaying a sudden decline in their educational performance, aspirations or motivation

Regularly being absent from school

Displaying a decline in punctuality

An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

Child sexual exploitation (CSE)

For the purpose of this policy, “**child sexual exploitation**” is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

In exchange for something the victim needs or wants

For the financial advantage or increased status of the perpetrator or facilitator

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Identifying cases

School staff members are aware of and look for the key indicators of CSE; these are as follows:

Going missing for periods of time or regularly going home late

Regularly missing lessons

Appearing with unexplained gifts and new possessions

Associating with other young people involved in exploitation

Having older boyfriends or girlfriends

Undergoing mood swings or drastic changes in emotional wellbeing

Displaying inappropriate sexualised behaviour

Suffering from sexually transmitted infections or becoming pregnant

Displaying changes in emotional wellbeing

Misusing drugs or alcohol

Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Preventing radicalization

We have a duty to safeguard children, young people and families from violent **extremism**. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments will be undertaken to reduce this risk and all school staff concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school staff about any concerns or fears they may have knowing that they will be taken seriously.

We will ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE/Citizenship that will equip the children with the necessary skills and awareness to stay safe from abuse. We want children to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

For the purpose of this policy, “**radicalisation**” refers to the process by which a person comes to support terrorism and extremist ideologies.

Protecting children from the risk of radicalisation is part of the school’s wider safeguarding duties.

The school will actively assess the risk of pupils being drawn into terrorism.

Staff will be alert to changes in pupils’ behaviour which could indicate that they may be in need of help or protection.

Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

Any concerns over radicalisation will be discussed with a child’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

Training

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators of vulnerable pupils

Indicators of an identity crisis include the following:

Distancing themselves from their cultural/religious heritage

Uncomfortable with their place in society

Indicators of a personal crisis include the following:

Family tensions

A sense of isolation

Low self-esteem

Disassociation from existing friendship groups

Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances includes the following:

Migration

Local community tensions

Events affecting their country or region of origin

Alienation from UK values

A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations include the following:

Perceptions of injustice

Feelings of failure

Rejection of civic life

Indicators of vulnerability through criminality:

Experiences of dealing with the police

Involvement with criminal groups

Making a judgement

When making a judgement, staff will ask themselves the following questions:

Does the pupil have access to extremist influences?

Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?

Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?

Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?

Does the pupil sympathise with or support illegal/illicit groups?

Does the pupil support groups with links to extremist activity?

Has the pupil encountered peer, social, family or faith group rejection?

Is there evidence of extremist ideological, political or religious influence on the pupil?

Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?

Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?

Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?

Does the pupil vocally support terrorist attacks, either verbally or in their written work?

Has the pupil witnessed or been the victim of racial or religious hate crimes?

Is there a pattern of regular or extended travel within the UK?

Has the pupil travelled for extended periods of time to international locations?

Has the pupil employed any methods to disguise their identity?

Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?

Does the pupil display a lack of affinity or understanding for others?

Is the pupil the victim of social isolation?

Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?

Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?

Does the pupil have insecure, conflicted or absent family relationships?

Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?

Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

Critical indicators include where the pupil is:

In contact with extremist recruiters.

Articulating support for extremist causes or leaders.

Accessing extremist websites.

Possessing extremist literature.

Using extremist narratives and a global ideology to explain personal disadvantage.

Justifying the use of violence to solve societal issues.

Joining extremist organisations.

Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.

The DSL will also support any staff making referrals to the Channel programme.

The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity. The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

Extremist speakers

The **Guest Speaker Policy** will prevent speakers who may promote extremist views from using the school premises.

Building children's resilience

The school will:

Provide a safe environment for debating controversial issues.

Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.

Allow pupils time to explore sensitive and controversial issues.

Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.

Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.

Teach pupils about how democracy, government and law making/enforcement occur.

Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

The school will utilise the following resources when preventing radicalisation:

Local safeguarding arrangements - MASH

Local police (contacted via 101 for non-emergencies)

The DfE's dedicated helpline (020 7340 7264)

The Channel awareness programme

The [Educate Against Hate](#) website

We have a duty to safeguard children, young people and families from violent **extremism**. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments will be undertaken to reduce this risk and all school staff concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school staff about any concerns or fears they may have knowing that they will be taken seriously.

We will ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE/Citizenship that will equip the children with the necessary skills and awareness to stay safe from abuse. We want children to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

We have a duty to ensure the **online safety** of all pupils and school personnel. We also have a duty to provide pupils with quality Internet access as part of their learning experience across all curricular areas. The use of the Internet is an invaluable tool in the development of lifelong learning skills.

We believe that used correctly Internet access will not only raise standards, but it will support teacher's professional work and it will enhance the school's management information and business administration systems.

We acknowledge that the increased provision of the Internet in and out of school brings with it the need to ensure that learners are safe. We need to teach pupils how to evaluate Internet information and to take care of their own safety and security.

E-Safety, which encompasses Internet technologies and electronic communications, will educate pupils about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.

Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

Household debt

Rent arrears

Domestic abuse

Anti-social behaviour

Any mention of a family moving home because "they have to"

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

County lines criminal activity

For the purpose of this policy, "**County lines criminal activity**" refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Indicators that a pupil may be involved in county lines active include the following:

Persistently going missing or being found out of their usual area

Unexplained acquisition of money, clothes or mobile phones

Excessive receipt of texts or phone calls

Relationships with controlling or older individuals or groups

Leaving home without explanation

Evidence of physical injury or assault that cannot be explained

Carrying weapons

Sudden decline in school results

Becoming isolated from peers or social networks

Self-harm or significant changes in mental state

Parental reports of concern

Serious Violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

Increased absence from school

A change in friendships

New relationships with older individuals or groups

A significant decline in academic performance

Signs of self-harm

A significant change in wellbeing

Signs of assault

Unexplained injuries

Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

A history of committing offences

Substance abuse

Anti-social behaviour

Truancy

Peers involved in crime and/or anti-social behaviour

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Fostering – Mrs Greene

- To report any private fostering arrangements to the local authority.
- To inform the family of the child being fostered that it is their duty to inform the local authority of the private fostering arrangements in place.

We are aware that **privately fostered** children fall into the category of a potentially vulnerable group and must be monitored by the local authority. Therefore, it is our duty to report to the local authority any child who we suspect is being privately fostered. On admission to the school we will ensure that the parental responsibility of a child is established.

Children with Special Educational Needs and Disabilities

The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability

Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs

Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a pupil with SEND, the **DSL** will liaise with the school's **SENCO**, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider.

When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

Work experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.

Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

Homestay exchange visits

School-arranged homestays in UK

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.

In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host.

In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged homestays abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit.

The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.

The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Privately arranged homestays

Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

Child Missing Education

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.

The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

The school will notify the LA within five days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

Two emergency contact details will be held for each pupil where possible.

Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

The full name of the parent with whom the pupil will live

The new address

The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

The name of the new school

The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.

Have ceased to attend the school, and no longer live within a reasonable distance of the premises.

Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.

Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.

Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

The full name of the pupil

The full name and address of any parent with whom the pupil lives

At least one telephone number of the parent with whom the pupil lives

The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable

The name of the pupil's new school and the pupil's expected start date there, if applicable

The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school.

The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.

The school will also highlight any other necessary contextual information including safeguarding concerns

Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of 'Are you a young person with a family member in prison' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support. Primary schools - Pupils will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

Looked After children – Mrs Aremband

- To ensure school personnel have the skills, knowledge and understanding necessary to keep looked after children safe.
- To ensure that appropriate staff have the information they need in relation to a child's looked after legal status.
- To promote the educational achievement of children who are looked after.
- To ensure the designated teacher for looked after children has the appropriate training.

We are committed to establishing and maintaining correct procedures and checks for safer recruitment for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies.

Contextual safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to CSCS.

Concerns about staff members and safeguarding practices

If a staff member has concerns about another member of staff, it will be raised with the headteacher.

If the concern is with regards to the headteacher, it will be referred to the chair of governors. Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the

Whistleblowing Policy.

If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Any allegations of abuse made against staff members will be dealt with in accordance with the school's **Allegations of Abuse Against Staff Policy.**

Dealing with allegations of abuse against staff

All allegations will be dealt with in line with the school's **Allegations of Abuse Against Staff Policy**, a copy of which will be provided to, and understood by, all staff.

Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order.

If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.

The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

28. Allegations of abuse against other pupils (peer-on-peer abuse)

Sexual harassment

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment includes:

Sexual comments.

Sexual "jokes" and taunting.

Physical behaviour, such as deliberately brushing against another pupil.

Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

We have a duty to ensure that under no circumstances will we disclose to a parent any information held on a child if this would put the child at risk of significant harm.

We aim to ensure that in all school inspections safeguarding will be judged as outstanding in leadership, in outstanding personal development, behaviour and welfare and outstanding in the standards in Early Years provision.

Sexting

- To deal with all incidents of sexting by:
 - meeting with the appropriate school personnel;
 - meeting with the pupils involved
 - informing the parents unless by doing so will put the pupil(s) at risk;
 - not viewing the imagery unless it is unavoidable;
 - contacting social care or the police if the pupil is at risk of harm.

- To make school personnel aware of the increased number of cases of sexting among under-16 year olds and the damaging effects that it is having.
- To work with the PSHE coordinator to ensure sexting becomes an important topic for discussion with pupils.
- To raise awareness that female genital mutilation (FGM) affects girls particularly from North African countries and it is illegal to allow girls to undergo this practice either in this country or abroad.
- To ensure that all concerns regarding FGM and vulnerability to radicalisation are reported.
- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism;
- keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- To report any private fostering arrangements to the local authority.
- To inform the family of the child being fostered that it is their duty to inform the local authority of the private fostering arrangements in place.
- To ensure school personnel have the skills, knowledge and understanding necessary to keep looked after children safe.
- To ensure that appropriate staff have the information they need in relation to a child's looked after legal status.
- To promote the educational achievement of children who are looked after.
- To ensure the designated teacher for looked after children has the appropriate training.
- ensure all confidential child protection information is stored securely in central place;
- inform parents that information is kept on their children;
- ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;
- be trained in working with all agencies;
- familiarise school staff with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- liaise and seek advice from other agencies when the need arises;
- liaise with social care and other agencies;
- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;

- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- keep all school staff up to date with any changes to procedures;
- organise appropriate training for school staff and governors;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school staff when necessary;
- To offer support and counselling to school personnel if they feel distressed from being involved with a traumatic child protection case or incident.
- To provide guidance, support and training to all staff.
- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- annually review the policy with the Head.
- ensure school personnel and governors read and aware of the following documents:
 - Keeping Children Safe in Education (2019) (Part One)
 - School Personnel Code of Conduct
 - Safeguarding and Child Protection Policy
 - Pupil Behaviour and Discipline Policy
 - Children Missing Education Policy
- ensure school personnel and governors sign a declaration that they have read the above documents;

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the Designated Safeguarding Lead;
- ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Local Authority guidelines and LSCB procedures;
- ensure that everyone connected with the school is aware of this policy;
- or the Chair of Governors take responsibility for taking action according to Local Authority procedures where there are allegations against the Headteacher;
- ensure recruitment of school staff and volunteers is in line with the Safe Recruitment policy;
- undertake safeguarding training every two years.

Role of School Staff & Volunteers

- All staff will be informed of their responsibilities in being alert to the signs of abuse and the procedures for referring concerns to the Designated Person. School staff are aware of the additional safeguarding challenges to children with **special educational needs and disabilities**.

All new staff will receive induction training and all staff will have refresher training every year.

Statistically, children with behavioural difficulties and disabilities are more vulnerable to abuse. All staff need to be particularly sensitive to signs of abuse. We will support staff by providing an opportunity to talk through their **anxieties** with the Designated Senior Person.

School Personnel will:

- be aware of the following names:
 - Designated Safeguarding Lead
 - Deputy Designated Safeguarding Lead
 - Second Deputy Designated Safeguarding Lead
 - Nominated Governor for Safeguarding
 - Chair of Governors: Person to contact regarding concerns about the Headteacher
 - Local Authority Designated Officer
- understand the roles of all of the above;
- be aware of the following telephone number:
 - Social Services Referrals
 - Out of Hours Social Services
 - Police
 - NSPCC Whistle-blowing Helpline

Physical Intervention

Staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under Safeguarding or disciplinary procedures.

All staff will have access to advice on the boundaries of appropriate behaviour during INSET training sessions.

Ensure that any absence of two days, without satisfactory explanation, of a pupil currently on the child protection register is referred to the designated person.

Procedures for Reporting Concerns

Any member of staff who has a concern about a child must remember it is important to maintain a sense of balance when observing a child, and to avoid making assumptions.

A child may exhibit these signs at any time without there being cause for concern. If, however, a child shows a number of these signs, further enquiries should be made and concerns registered

In order to keep a clear perspective, it is important for teachers to:

- Share all concerns with a senior colleague, preferably the designated person or Head teacher

- Report all factual evidence accurately and exactly
- Report all feelings and suspicions, but carefully and clearly separated from the factual evidence.
- Log concerns using our standard proforma

If a pupil makes a disclosure then the member of the school staff must:

- listen to the pupil;
- remain calm;
- offer reassurance;
- not ask the pupil to remove or adjust clothing if bruises are observed;
- not ask leading questions;
- let the pupil speak freely;
- accept what has been told them without challenge;
- not offer opinion or criticize or lay blame;
- reassure the pupil at the end of the disclosure telling them that they have done the right thing;
- not promise confidentiality but inform them that other people need to be told;
- record accurately and factually what the child has said in note form;
- record observed injuries or bruises on a map of the body;
- submit a completed critical incident sheet to the designated person who will seek advice from the Local Authority Designated Officer;

Child protection investigations should take the form of structured assessments. They should be focused on assessing whether the concerns are substantiated or not. At an early stage, it is vital to see the child concerned and to talk to the child with another member of staff present.

The designated person will discuss their concerns with the child's parents unless it is thought that this would be detrimental to the child.

If there is a genuine cause for concern, the designated person will make contact with the appropriate agencies within 24 hours.

The Designated Safeguarding Lead will then:

- further investigate and keep records of this investigation;
- decide whether to take this referral further or to monitor the situation;
- inform the person making the initial referral of his/her decision;
- prepare in readiness for a case conference/core group meeting the following information on the child:
 - attendance and punctuality data
 - academic achievement
 - child's behaviour and attitude
 - relationships and social skills
 - appearance and presentation
 - any known incidents in or outside school
 - school contact with parents/carers

If a parent makes a disclosure to school then the Designated Safeguarding Lead:

- should meet with the parent taking down all details;
- will assure the parent that the school will take the matter seriously;
- that he/she will have to take advice from the Local Authority Designated Officer about the disclosure;
- will get back to the parent when a decision has been taken and how to proceed.

Written records of any concern regarding a child's safety will be kept in a file in a locked cabinet in the Head teacher's office.

We will co-operate with relevant external agencies in any enquiries regarding child protection matters, including representation at case conferences, core groups and multi-agency planning meetings.

Parents will be advised of the intention to refer to Social Care and their views and co-operation sought, unless we have good reason to believe that to do so would place a child at greater risk of harm.

All staff will make it clear to any child disclosing information that they cannot guarantee confidentiality, but they will only pass the information on to the people that can help them.

Information concerning children at risk will be shared with all members of staff on a "need to know" basis. The Designated Person will make a judgement in each individual case about who needs and has a right to access particular information.

Where there are concerns about a child, a teacher may be asked to keep a log of observations. This will be kept securely, separately from generally accessible pupil and class records.

All records are subject to the Freedom of Information Act (2000) and the Data Protection Act (1998). If there is any doubt as to the rights of any party to access information, we may seek legal advice prior to releasing any information.

School staff and volunteers must:

- recognise that child protection is their main responsibility;
- treat children's welfare with utmost importance;
- be aware of the background of the children in their care;
- be made aware of this policy and all other safeguarding policies and procedures during induction, the school staff handbook and training;
- attend regular awareness training on a wide range of safeguarding topics;
- be aware of the name of the Designated Safeguarding Lead;
- be trained in identifying signs of harm and abuse;
- know how to report any suspected case of harm or abuse;

- be trained to recognise the signs of FGM such as:
 - Difficulty walking, standing or sitting.
 - Spending longer in the bathroom or toilet.

- Appearing withdrawn, anxious or depressed.
- Displaying unusual behaviour after an absence from school or college.
- Being particularly reluctant to undergo normal medical examinations.
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.

- be aware of child sexual exploitation, radicalisation and extremism;
- be aware of the effects of abuse and neglect on children;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- report any concerns that they have about pupils who may be vulnerable to radicalisation;
- inform the Designated Safeguarding Lead of any child who they suspect is being privately fostered.
- establish a school and classroom environment where children feel safe to talk and where school staff listen to children;
- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- encourage pupils to assess risks to themselves;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- be aware of the Safer Recruitment processes and checks;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community.
- be cautious when using social networking sites and must:
 - set their profile as private;
 - not allow access to pupils or parents/carers;
 - avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute.
- ensure that no contact can be made with pupils or parents/carers via telephone, text message, email or on social networking sites outside school hours.
- ensure not to give personal details such as mobile and home telephone numbers, home or email address to any pupil or parent/carer.
-
- Every year the staff will ask the views of all pupils by issuing a questionnaire and asking:
 - Do they feel safe in school?
 - Are they aware of basic safeguarding procedures in school?
 - Are pupils aware of how to keep themselves safe?
 - Do they know who to go to if they are concerned about their own safety or that of others?
 - Are they are aware of e-safety?
 - Do they know how to keep themselves safe outside school?

- Do they know how to keep themselves safe when using the internet?

Role of Pupils

Pupils must:

- feel safe and protected;
- know how to assess risk to themselves;
- know how to keep themselves safe;
- know how to raise a complaint or concern;
- know and recognise a trusted adult that they can go to and raise their concerns;
- feel supported and protected when they raise a concern;
- be kept informed of any actions that have been taken when they have raised a complaint;
- feel safe from discrimination and bullying;
- be made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.
-

Every year the staff will ask the views of all pupils by issuing a questionnaire and asking:

- Do they feel safe in school?
- Are pupils aware of how to keep themselves safe?
- Do they know who to go to if they are concerned about their own safety or that of others?
- Are they are aware of e-safety?
- Do they know how to keep themselves safe outside school?
- Do they know how to keep themselves safe when using the internet?

Role of and Partnerships with Parents

Parents are:

- asked to work hard with the school to establish excellent home-school relationships;
- aware that we have a responsibility for the welfare of all our pupils;
- aware that we have a duty to involve Social Services or any other agency if we have any concerns about a child;
- aware that under certain circumstances we will involve an agency without informing them if we think that by so doing we will place the child at even greater risk;
- aware that they will be kept up to date with all our actions.

The Designated Safeguarding Lead:

- will ensure that parents are aware of this policy;
- will respect parents and children's need for privacy;
- will respect families from different backgrounds and cultures as long as it does not put the child at risk;
- when making a referral will share all information with parents unless it places the child at risk.

Role and Partnership with Agencies

We work in close partnership with all school agencies as the safety and protection of children is of paramount importance to everyone in this school.

Inter-agency working

The school contributes to inter-agency working as part of its statutory duty.

The school is aware of and will follow the local safeguarding arrangements.

The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering 4.3, staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

Community Agencies:

- Norwood Social Service 020 8457 4745

Barnet Authority Agencies:

- Safeguarding children referral and assessment team: 020 8937 4875
- Multi-Agency Safeguarding Hub (MASH)
North London Business Park (NLBP),
Oakleigh Road South,
London N11 1NP
Tel: 020 8359 4066
FAX: 0871 594 8766
Email: mash@barnet.gov.uk
- Child abuse investigation team: 8am – 4pm 020 8733 3562/3558
out of hours 999 / Local Police Station

Other Useful Information

- What to do if You're Worried a Child is Being Abused – Summary
www.doh.gov.uk/safeguardingchildren/index.htm
- Framework for the Assessment of Children in Need and their Families
www.doh.gov/qualityprotects/work_pro/project_3.htm
- Ofsted Website
www.ofsted.gov.uk
- The Protection of Children Act 1999
- A Practical Guide to the Act for all Organisations Working with Children
www.doh.gov.uk/scg/childprotect
- NSPCC Helpline: 0808 800 5000
www.nspcc.org.uk

Allegations against staff

- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues.
-
- If a child makes an allegation against a member of staff, the Head teacher should be immediately informed. S/he will then interview the member of staff immediately, in the presence of another member of senior staff.
-
- The Head teacher will discuss the allegation with the Chair of Governors.
-
- If the allegation concerns the behaviour of the Head teacher, the Chair of Governors should be informed immediately.

Recording Information

School personnel and volunteer helpers are asked to record any concern or incident in the following way:

<ul style="list-style-type: none">▪ Date▪ Time▪ Place▪ Nature of the concern	<ul style="list-style-type: none">▪ All facts▪ Observed injuries and bruises▪ Note the actual words of the child▪ Sign the notes and hand to the DT
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Physical Intervention

- Staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under Safeguarding or disciplinary procedures.

- All staff will have access to advice on the boundaries of appropriate behaviour during INSET training sessions.
- Staff ensure that any absence of two days, without satisfactory explanation, of a pupil currently on the child protection register is referred to the designated person.

Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

Have SEND (whether or not they have a statutory EHC plan).

Are young carers.

Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.

Are frequently missing/going missing from care or from home.

Misuse drugs or alcohol.

Are at risk of modern slavery, trafficking or exploitation.

Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.

Are returned home to their family from care.

Show early signs of abuse and/or neglect.

Are at risk of being radicalised or exploited.

Are privately fostered.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

All staff will be made aware of the local early help process and understand their role in it.

The DSL will take the lead where early help is appropriate.

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.

A "specified purpose" is namely:

Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).

To humiliate, distress or alarm the victim.

"Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera.

Upskirting will not be tolerated by the school.

Any incidents of upskirting will be reported to the **DSL** who will then decide on the next steps to take, which may include police involvement.

32.Sports clubs and extracurricular activities

Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.

Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

Safer recruitment

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

Are responsible on a daily basis for the care or supervision of children.

Regularly work in the school at times when children are on the premises.

Regularly come into contact with children under 18 years of age.

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

Single central record (SCR)

The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

[All members of the proprietor body are also recorded on the SCR.

The following information is recorded on the SCR:

An identity check

A barred list check

An enhanced DBS check

A prohibition from teaching check

A section 128 check

A check of professional qualifications

A check to determine the individual's right to work in the UK

Additional checks for those who have lived or worked outside of the UK

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Volunteers

No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.

An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability. A supervised volunteer who regularly teaches or looks after children is not in regulated activity. The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.

A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

Confidentiality and Security of Information

We are aware that the General Data Protection Regulations (GDPR) has entirely replaced the previous Data Protection Act (DPA) making changes to many previous data protection rules and regulations that schools, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We have a duty not to 'prevent, or limit, the sharing of information for the purposes of keeping children safe'. We are aware that legal and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children.'

We have a duty to retain all data on the safeguarding file for a long period as it 'forms part of an important story that may be needed retrospectively for many years.'

- It is imperative that confidentiality is observed at all times as the protection of the child is paramount.
- School staff have a professional responsibility to share information with other professionals who are investigating a case.
- A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret.
- The child must be reassured that the information will only be shared with the designated teacher who will decide what will happen next.
- All child protection records are regarded as confidential and will be kept in a secure place.

Case Conferences and Core Group Meetings

The Designated Safeguarding Lead will attend:

- all Child Protection Case Conferences with the appropriate member of staff;
- all Core Group meetings once a child has been placed on the Child Protection Register.

Ofsted Inspection

- To be prepared for an Ofsted inspection by ensuring safeguarding arrangements are firmly embedded into the vigilant culture of the school that will provide sufficient evidence for a successful Ofsted. Evidence that includes having in place:
 - a clear and effective safeguarding and child protection policy;
 - a school environment that is safe and secure;
 - pupils who:
 - feel safe and secure;
 - know how to make a complaint;
 - can name a trusted adult;
 - feel safe from bullying and discrimination;
 - know how to manage risk.
 - school personnel who:
 - are well trained and understand the indicators of all types of harm;
 - work as a team;
 - undertake annual refresher training;
 - know how to report concerns about pupils and the conduct of other adults;
 - have identified learners who may be vulnerable;
 - are sufficiently trained in online safety;
 - are trained to use de-escalation strategies;
 - know that all physical intervention incidents must be recorded, reported, monitored and reviewed;
 - will seek the views of the pupil after an incident of physical intervention;
 - are aware of the supervision arrangements of pupils whose safety and welfare are at risk.
 - a system for reporting concerns immediately;
 - an effective school personnel code of conduct policy;
 - a system that deals with pupils absence from school;
 - local procedures that deals with pupils missing from school;
 - regular discussions with pupils to see if they feel safe and secure;
- an improvement plan based on the results of pupil: teacher discussions.

Training

Training will take place for school staff, volunteer helpers and governors:

- on induction to the school
- during NQT induction
- throughout the academic year

The induction training will cover:

The Child Protection and Safeguarding Policy

The Behavioural Policy

The Staff Code of Conduct

The safeguarding response to children who go missing from education

The identity of the DSL and any deputies

The role of the DSL and deputy DSLs

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

Training will cover, at a minimum:

The issues surrounding sexual violence and sexual harassment.

Contextual safeguarding.

How to keep previously LAC safe.

Child criminal exploitation and the need to refer cases to the National Referral Mechanism.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school. The DSL and deputy DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- Staff meetings and training sessions

Monitoring and review

This policy is reviewed annually by the DSL and the headteacher.

Any changes made to this policy by the headteacher and DSL will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is September 2021.

Headteacher:		Date:	
Chair of Governing Body:		Date:	

INSERT FOR SAFEGUARDING POLICY

APPENDIX RE: COVID 19

Our school continues to operate in response to coronavirus in a different manner to usual. However, as more children return, a number of important safeguarding principles remain the same:

- the best interests of children will always continue to come first
- if anyone in the school has a safeguarding concern about any child they will continue to act as per our policy and act immediately
- our DSL and deputy are available by telephone or email at all times
- children will continue to be protected when they are online

Due to the current COVID-19 pandemic, and the stress this has imposed on the home life of pupils, staff should be on high alert for signs and symptoms of abuse. In addition, staff should be alert to any signs and symptoms of mental health issues. Thirdly, staff should be alert for any pupils who may be struggling to deal with bereavement issues.

Staff and volunteers will be aware that they may identify new safeguarding concerns about individual children as they see them in person following partial school closures

All suspected cases should be brought to the immediate attention of the DSL.

The DSL (or deputy) will provide support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are not yet returning to school. Where possible staff will try and speak directly to children to help identify any concerns. Staff will be encouraged (where possible) to make calls from the school's phones and devices. Where staff use personal phones to make calls, they should withhold their personal number.

We recognise the importance of ensuring relevant safeguarding and welfare information held on all children (including returning children) remains accurate. The DSL (or deputy) will do all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.

The Designated Safeguarding Leads (DSLs) and safeguarding coordination

- The DSL (and deputy) will have more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return.
- We aim to have our trained DSL (or deputy) available on site for much of the time. In exceptional circumstances this may not always be possible, and where this is the case they will be available to be contacted via phone or online video.
- In a context where the DSL (or deputy) is not consistently available on-site, the Headteacher/Compliance Officer/ Senior leader will take responsibility for co-ordinating safeguarding on site. This will include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required - liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.
- All staff and volunteers will have access to our trained DSL (and deputy) daily.

- The DSL (or deputy) will follow any updated advice received from the local safeguarding partners. DSLs will be leading the school input into the local arrangements.
- The DSL (or deputy) will follow any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need.
- The DSL (or deputy) in conjunction with the Senco will continue to take the lead on ensuring that the school works with and supports children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners.
- It is acknowledged that DSL training is unlikely to take place during this period (although the option of online training can be explored). For the period coronavirus measures are in place, our trained DSL (or deputy) will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.
- The DSL (and deputy) will continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.
- As the school continues with wider opening the DSL (or deputy) will consider any challenges in a child protection context and reflect them in the child protection policy as appropriate.

Staff training and safeguarding induction

All existing staff have already had safeguarding training and have read part 1 of KCSIE. Staff will be made aware of any new local arrangements, especially if these are being reviewed/changed as a result of more children returning, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction. An up to date child protection policy will support this process as will part 1 of "Keeping Children safe in Education" document.

Identification of vulnerable children

Vulnerable children for the purposes of continued attendance during the coronavirus outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan, have input from a social worker, or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by our school or other educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the school's and local authority's discretion

Local authorities have the key day-to-day responsibility for delivery of children's social care. When relevant, social workers and virtual school heads will continue to work with vulnerable children in this difficult period.

Our staff (supported by the DSL, deputy and Senco) will continue to work with and support children's social workers, virtual school heads and any other relevant safeguarding and welfare partners to help protect vulnerable children.

Attendance

Vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending during the initial phases of the lockdown are expected from June 1st, or a later date(s) if considered by our LA, school governance and management, to return to nursery, early years or school provision where this would be appropriate for them to do so.

We will work with and support the relevant families and pupils to return to school, where attendance is appropriate. A brief summary of attendance expectations across the different groups of vulnerable children is as follows:

- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable.
- for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, that their needs can be as safely or more safely met in the educational environment
- for vulnerable children who are deemed otherwise vulnerable, at the school, college or local authority discretion, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England).

We will continue to notify social workers where children with a social worker do not attend, and will also continue to follow up with any parent or carer whose child has been expected to attend and does not do so.

To support the above, we will find opportunity when communicating with parents and carers, to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

Parents and carers will not be penalised if their child does not attend educational provision.

The attendance register will be taken again, from 3rd June 2020 when children start returning to school. The online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending, will be continued to be submitted.

Mental health

The current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour.

Some children may return to school having been exposed to a range of adversity including bereavement and long term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns.

The DfE guidance on helps to identify children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess.

Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour. Some children will need additional support and access to services such as Educational Psychologists, social workers, and counsellors. For children and young people with SEND, it is especially important for the school to teach new norms and routines around protective measures and personal hygiene clearly.

We will work with parents and carers so the pupil can access provision from external providers should our own resources not be sufficient. This may be delivered in different ways, for example over the phone for those children still not attending provision, or from specialist staff or support services.

Teachers will be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of childrens' work.

The DfE has provided separate link during the coronavirus outbreak.

Online safety in school

As more children return to school we will continue to provide a safe online/remote learning environment for those who remain at home. We will guide parents to ensure filters and appropriate use online are in place to protect children when they are online on the school's IT systems.

Children and online safety away from school

We will continue to do all we reasonably can to keep all children safe whilst more children return to school and others continue to stay at home, who in many cases will continue to engage with school online/remotely.

It is important that all staff who interact with children, including online/remotely, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should continue to be made to children's social care and as required, the police.

Staff cannot contact children directly via email and children cannot have their own email addresses.

Virtual lessons and live streaming

We recognize that teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers; and when broadcasting a lesson or making a recording, will also consider what will be in the background. We encourage parents to be near children during zoom lessons and not leave them unattended online.

Online safety

We will continue to consider the safety of our children if they are asked to work online. The starting point for online teaching will be that the same principles as set out in our staff behaviour policy (also known as a code of conduct) must be followed. This policy includes the acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy will apply equally to any existing or new online and distance learning arrangements which are introduced.

We have considered as much as is reasonably possible, if our existing policies adequately reflect that some children (and in some cases staff) may continue to work remotely online.

Our school will ensure that children who are asked to work online through google classroom and on zoom know to report to the Head teacher if they have any concerns whilst online. As well as reporting routes back to ourselves we will also signpost children to age appropriate practical support from the likes of:

- TAG
 - to report and remove harmful online content
- Childline
 - or advice on making a report about online abuse

We will continue to be in regular contact with parents and carers and we will use these communications to reinforce the importance of children being safe while learning remotely/online. It is especially important for parents and carers to be aware of what their children are being asked to do remotely/online, including any sites/phonelines they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with remotely or online.

We will evaluate whether our parent body includes some parents and carers who may choose to supplement the school remote/online offer with support from online/remote education companies and in some cases individual tutors. Should this be the case, we will use our communications with parents and carers, to emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- provides advice from the National Crime Agency (NCA) on staying safe online
- TAG
- is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- has support for parents and carers to keep their children safe online, including tips to

keep primary aged children safe online

- as advice for parents and carers to keep children safe from online radicalization
- includes advice about specific harms such as online child intimate abuse, inappropriate texting, and cyberbullying

We will share this support with parents and carers, when considered relevant.

Our school will ensure any use of online/remote learning tools and systems is in line with privacy and data protection requirements.

Staff Disqualification Declaration

Name of school:		
Name of staff member:	Position:	
Orders and other restrictions		Yes/No
Have any orders or other determinations related to childcare been made in respect of you?		
Have any orders or other determinations related to childcare been made in respect of a child in your care?		
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?		
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?		
Are you barred from working with children by the DBS?		
Are you prohibited from teaching?		
Specified and statutory offences		
Have you ever been cautioned, reprimanded, given a warning for or convicted of:		
• Any offence against or involving a child?		
• Any violent or sexual offence against an adult?		
• Any offence under The Sexual Offences Act 2003?		
• Any other relevant offence?		
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?		
Provision of information		
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.		
Details of the order restriction, conviction or caution:		
The date(s) of the above:		

The relevant court(s) or body/bodies:	
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You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.

Declaration

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

- I understand my responsibilities to safeguard children.
- I understand that I must notify my headteacher immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.

Signed:

Print name:

Date: