

# John Perry Primary School



## Child Protection and Safeguarding Policy

**Policy date: February 2019**

**To be reviewed: February 2020**

# Child protection and safeguarding policy

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Policy reviewed by:

Head of School .....	Date:.....
Nominated Governor .....	Date:.....
Chair of Governors .....	Date:.....
Designated Safeguarding Lead .....	Date:.....

**Policy statement and principals**

The governors and staff of John Perry Primary fully recognise the contribution they make to safeguarding children. We recognise that staff, including volunteers, have a full and active part to play in protecting our children from harm.

All school staff and governors have a responsibility to ensure that our school provides a caring, positive, safe and stimulating environment in which all children can learn; and in promoting the social, physical and moral development of the individual child.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- early help: our school has a role in identifying children who may benefit from support as soon as a problem emerges
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

### **Child protection statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of the Local Safeguarding Children Board (LSCB).

### **Policy principles**

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- **All** staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and **all** staff involved in child protection issues will receive appropriate support

### **Policy aims**

- To provide **all** staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice • To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

### **Safeguarding legislation and guidance**

The following safeguarding legislation and guidance have been considered

- Section 175 of the Education Act 2002
- The Safeguarding Vulnerable Groups Act 2006

- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- Keeping Children Safe in Education 2018
- What to do if you're worried a child is being abused 2015

### **Terminology**

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity. **DSL** refers to the designated safeguarding lead at the school.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parent and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

### **Roles and responsibilities**

#### **Key Personnel**

**Designated Safeguarding Lead: Annette Rose – Assistant Headteacher**

Contact details: email [arose@johnperry.bardaglea.org.uk](mailto:arose@johnperry.bardaglea.org.uk) tel 0208 270 4051

**Deputy Safeguarding Lead: Sue Cross – Parent Liaison Teacher**

Contact details: email [scross@johnperry.bardaglea.org.uk](mailto:scross@johnperry.bardaglea.org.uk) tel 0208 270 4622

#### **Safeguarding Team:**

**Nina Rajan-Weare – Assistant Headteacher**

Contact details: email [nrajan-weare@johnperry.bardaglea.org.uk](mailto:nrajan-weare@johnperry.bardaglea.org.uk) tel 0208 270 4622

**Karen Langridge – IT Lead**

Contact details: email [klangridge@johnperry.bardaglea.org.uk](mailto:klangridge@johnperry.bardaglea.org.uk) tel 0208 270 4622

**Head Teacher – Wayne Pedro**

Contact details: [wpedro@johnperry.bardaglea.org.uk](mailto:wpedro@johnperry.bardaglea.org.uk) tel 0208 270 4622

**Chair of Governors – Patricia Harvey**

Contact details: [patricia.harvey@lbbd.gov.uk](mailto:patricia.harvey@lbbd.gov.uk)

## **Nominated Child Protection Governor – Clare Stock**

Contact details: [cstock@becontree.bardaglea.org.uk](mailto:cstock@becontree.bardaglea.org.uk) tel 0208 270 4900

**Note to parents and pupils: all of these people can be contacted by talking to someone in the school office.**

### **The Designated Safeguarding Lead (DSL):**

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of support and expertise to the school community
- has a working knowledge of Local Safeguarding Children Board (LSCB) procedures
- makes staff aware of LSCB training courses and the latest policies on safeguarding
- keeps detailed written records of all concerns, ensuring that such records are stored securely, but kept separate from, the pupil's general file • refers cases of suspected abuse to children's social care or police as appropriate
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the LSCB
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and Headteacher as appropriate □ makes the child protection policy available publicly

### **The Deputy Designated Safeguarding lead:**

Is trained to the same level for this role as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

### **The Safeguarding Team:**

Support the Designated Safeguarding Lead and Deputy

**Good practice guidelines and staff code of conduct** Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them

- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care

### **Abuse of position of trust**

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

### **Children who may be particularly vulnerable**

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- children looked after by the Local Authority
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive.

### **Children missing education**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual

abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

### **Children looked after**

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The DSL will have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

### **Whistle blowing if you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about a Headteacher should be reported to the Chair of Governors.

Whistleblowing helpline – the NSPCC whistleblowing helpline is for staff who feel unable to raise concerns about safeguarding practices or issues internally.

#### **Whistleblowing Advice Line**

Call 0800 028 0285

Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

### **Allegations against staff**

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2018)*

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

### **Staff training**

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the school's child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff, including the DSL, head teachers and governors will receive at least annual training. All staff will also receive safeguarding and child protection updates via email, website access and staff meetings throughout the year.

### **Safer recruitment**

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2018) and the LSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Staff Recruitment policy and procedures set out the process in full

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

### **Volunteers**

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

### **Contractors**

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

### **Site security**

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children and remain in the Reception Area do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

### **Extended School and off-site arrangements**

All off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where activities are provided by and managed by the school, our own child protection policy and procedures apply.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

### **Staff/pupil online relationships**

The school provides **advice** to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation

Staff may not communicate with pupils online (including accepting pupils as friends on social media sites) except through school systems and equipment. Staff are reminded that where their personal online activity or presence could be publicly available they are expected to maintain consistency with their professional status and influence.

### **Recording Devices including Mobile Phones**

Staff or pupils may not record images of pupils except on school devices which may not leave the site unless it is part of an off-site visit and covered in the safeguarding aspect of the risk assessment. Mobile phones may not be used or visible in any part of the school where pupils have access to.

### **Child Protection Procedures**

#### **Recognising abuse**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people (peer to peer).

Keeping Children Safe in Education (DfE 2018) refers to four categories of abuse. These are set out at **Appendix One** along with indicators of abuse.

### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures

### **Taking action**

Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here” and be prepared to think the unthinkable.

Key points for staff to remember for taking action are:

- report your concern immediately to the DSL Annette Rose, Deputy DSL Sue Cross or a member of the safeguarding team
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern (red)
- seek support for yourself if you are distressed
- in an emergency take the action necessary to help the child, if necessary call 999

### **If you are concerned about a pupil's welfare**

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should record these early concerns. All concerns must be recorded on a concerns form (blue) and the person making the record must give the form to the safeguarding lead Annette Rose, Deputy Sue Cross, Nina Rajan-Weare or Karen Langridge.

If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

If evidence of physical harm or a disclosure is made an **urgent referral form** (red) must be completed immediately. This may be completed in retrospect but initial jotting must be kept. **Annette Rose or Sue Cross must be informed**

**immediately. In their absence a member of the Safeguarding Team or the Senior Leadership Team (SLT) must be informed.**

### **If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL. The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact, beware of your facial expression and body language
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil’s mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- do not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete the **record of concern form (red) (Appendix 3)** and hand it to the DSL immediately
- seek support if they feel distressed.

### **Notifying parents**

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

### **Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2018)* emphasises that **any** member of staff can contact children's social care (internal phone 3811) if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 2018 (GDPR).

Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate, timely, secure

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Electronic information will be password protected on a secure area of our school server that is only made available to school staff named in the key personal list of this policy (page.6)

Written and printed child protection information will be stored separately from the pupil's school file.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the DSL.

### **Referral to children's social care**

The DSL or Deputy DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to

their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the headteacher and the chair of governors are all unavailable • they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

### **Specific Issues**

#### **Children with sexually harmful behaviour**

Children may be harmed by other children or young people (peer to peer abuse). Staff will be aware of the harm caused by bullying and will use the school's antibullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than antibullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

#### **Sexual exploitation of children**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

#### **Peer on Peer Abuse**

Peer on peer abuse is most likely to include, but may not be limited to:

- 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.

### **Honour-Based Violence including Female Genital Mutilation**

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by girls about going on a long holiday during the summer holiday period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age, and well below the age of consent in England. School staff should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

### **Radicalisation and Extremism**

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Whilst Islamic extremism is currently the most widely publicised form we recognise that we also need to remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

### **Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL who will notify the local authority of the circumstances.

### **Related policies**

This policy should be read alongside our school's other relevant policies

## **Four categories of abuse**

### **Physical abuse**

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

### **Emotional abuse**

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

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);  
or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Indicators of abuse**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

**It is the responsibility of all staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

**JOHN PERRY PRIMARY SCHOOL**

VERY CONFIDENTIAL

**URGENT IMMEDIATE - NOTIFICATION OF CONCERN TO CHILD PROTECTION CO-ORDINATOR**

Name of reporting adult: \_\_\_\_\_

Position held: \_\_\_\_\_

Name of Child: \_\_\_\_\_

Class: \_\_\_\_\_

(if different for reporting adult)

Nature of concern:

(Please give details of incident, disclosure or observation which has caused you to be concerned about the child's welfare). If you are unsure about the completion of this form please speak to the Child Protection Co-ordinator who will advise).

Date: \_\_\_\_\_ Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Child Protection Co-ordinator

Date concern form received \_\_\_\_\_

- Action Taken:
- Referral to Social Services/Police
  - Informed Parent/Carer
  - Classteacher to note concern

Comment

Signed \_\_\_\_\_

Child Protection Co-ordinator \_\_\_\_\_ Date \_\_\_\_\_

# BODYMAP

**(This must be completed at time of observation)**

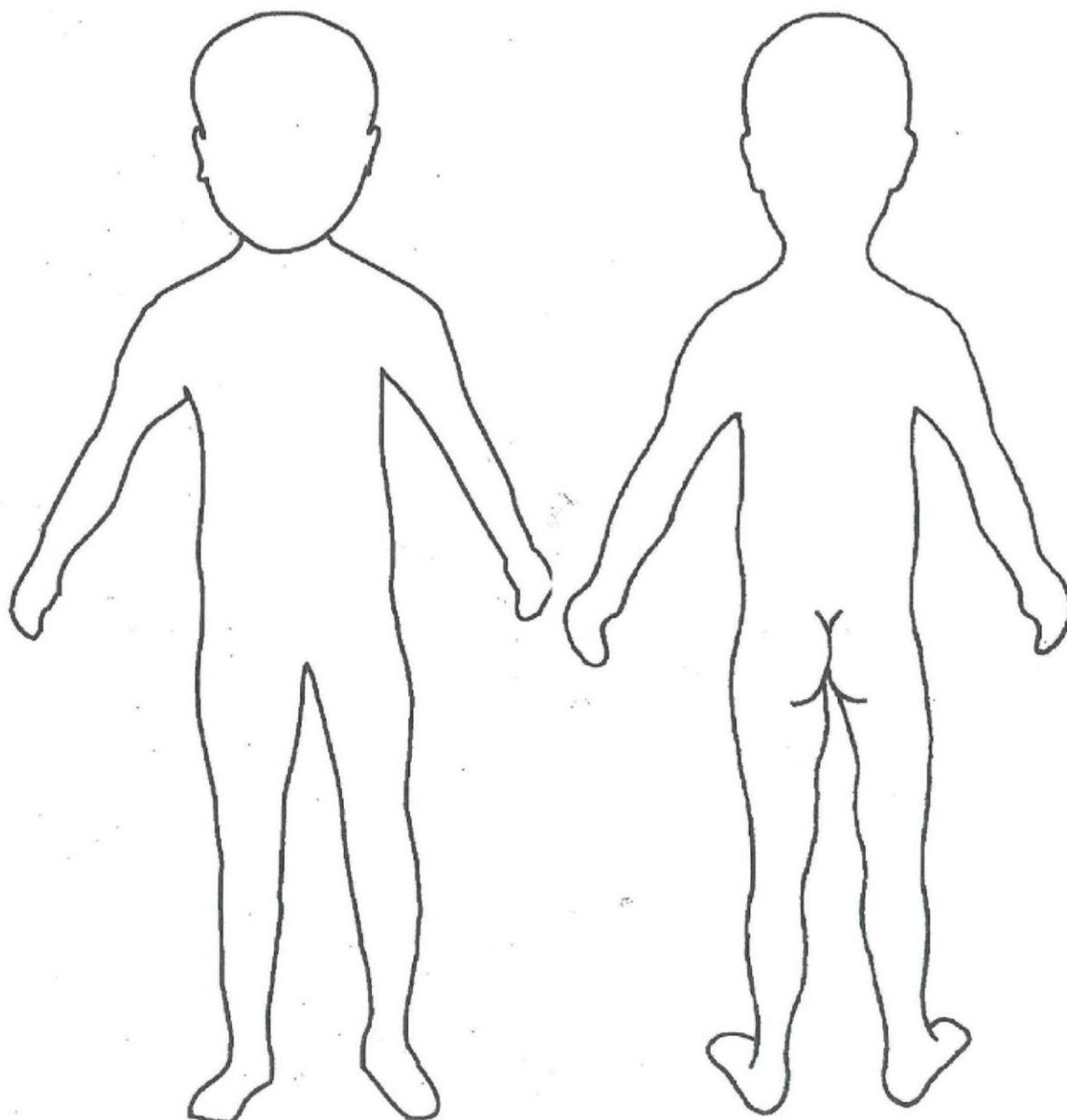
Name of Pupil: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Name of Staff: \_\_\_\_\_

Job title: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_



Mark position of injury on the body map. Give a brief description of: what it is, where it is, colour, size and shape.



Follow up

Signed

## Annex B: Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

### Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

### Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

## Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities 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 or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;<sup>87</sup>
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and

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<sup>87</sup> Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raise Awareness**

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child protection file**

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.



## **JOHN PERRY PRIMARY Job Description Designated Safeguarding Lead**

The Designated Safeguarding Lead (DSL) must be a member of the school's Strategic Leadership Team (SLT). They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. The Designated Safeguarding Lead need not be a teacher but must have the status and authority within the leadership structure to carry out the duties of the post

**The Designated Safeguarding Lead at John Perry Primary is Annette Rose**

### **Deputy Designated Safeguarding Leads**

Deputies will be trained to the same standard as the Designated Safeguarding Lead. Activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, however, the ultimate lead responsibility for child protection remains with the DSL.

### **The Deputy Designated Safeguarding Leads are:**

- x Sue Cross    x Nina Rajan-Weare (trainee)
- x Karen Langridge (trainee)

### **Areas of responsibility:**

**Policy and procedure:** The DSL must: x Act as a champion of the school's Safeguarding policy and procedures by ensuring that all staff have access to and understand them x Induct new members of staff with regard to the school's Safeguarding policy and procedures

- x Ensure the school Safeguarding policy is updated and reviewed annually x Ensure parents and carers have access to copies (electronic and/or paper) of the Safeguarding policy x Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Guidance for Safer Working Practice (Code of Conduct)

### **Reporting concerns**

The DSL has to be equipped with the appropriate knowledge and skills in order to:

- x Recognise how to identify signs of abuse and when to make a referral x Respond appropriately to disclosures or concerns relating to the well-being of children x Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information
- x Liaise with the Link Governor with safeguarding responsibilities

**It is not the role of the DSL to investigate allegations of abuse or neglect by members of staff working or volunteering with children in the school.** This is the responsibility

of the Head Teacher or the Chair of Governors where the allegation is against the Head Teacher

### **Managing referrals**

The Designated Safeguarding Lead is expected to:

- x Refer cases of suspected abuse to the Barking and Dagenham Children's Social Care as required. x Liaise with the Head Teacher about safeguarding issues relating to individual children, especially ongoing enquiries under Section 47 of the Children Act 1989
- x Support staff who make referrals to local authority children's social care.
- x Refer cases to the Channel programme where there is a radicalisation concern as required
- x Support staff who make referrals to the Channel programme. x Refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required.
- x Refer cases where a crime may have been committed to the Police as required

**Inter-agency working and information sharing** x As required, liaise with the case manager and the designated officer(s) at the local authority for child protection concerns

- x Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- x Ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored.
- x Attend and contribute effectively to Child in Need (CIN) meetings, Child Protection (CP) conferences, planning and review meetings, including those taking place out of normal working hours

### **Training**

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- x Are able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation (CSE), female genital mutilation (FGM), fabrication or induced illness (see chapters 4 and 5 of the [London Child Protection and Safeguarding Procedures](#))
- x Understand the common Assessment Framework (CAF) process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- x Have a working knowledge of how local authorities 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. x Ensure each member of staff has access to

and understands the school's Child Protection Policy and procedures, especially new and part time staff. x Are alert to the specific needs of children in need (as specified in section 17 of the

Children Act 1989), those with special educational needs and young carers x Are able to keep detailed, accurate, secure written records of concerns and referrals x Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation. x Obtain access to resources and attend any relevant or refresher training courses x Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

### **Raise Awareness**

The Designated Safeguarding Lead should: x Ensure the school's child protection policies are known, understood and used appropriately.

x Ensure the school's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Board regarding this. x Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

x Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on Safeguarding.

### **Transfer of information**

Where children move school ensure their child protection file is transferred to the new school immediately and securely. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. The DSL will make contact with the DSL at the receiving school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner and format. The DSL will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. When a parent elects to remove their child from the school to home educate, the DSL will make arrangements to pass any safeguarding concerns to the Children's Social Care.

**Quality Assurance** x Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at least once a year as a minimum). x Complete an audit of the school's safeguarding arrangements at frequencies specified by The Barking and Dagenham Local Safeguarding Children Board.

x Provide regular reports to the Governing Board detailing reviews and changes to policy, training undertaken by staff members and the number of children with child protection plans and other relevant information

x Have lead responsibility for remedying and deficiencies and weaknesses identified in child protection arrangements.

### **Knowledge and skills**

## Appendix A

The DSL is expected to:

- x Act as a source of support, advice and expertise within the school
- x Have a working knowledge of how the Barking and Dagenham Safeguarding Children Board operates
- x Ensure all staff are following up to date procedures in line with the national and local expectations
- x Act with integrity, maintaining confidentiality at all times

### **Availability**

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

The Designated Safeguarding Lead (or deputy) would be expected to be available in person. In exceptional circumstances, availability via phone and or Skype or other such mediums is acceptable.

# John Perry Primary School



## Child protection and safeguarding: COVID-19 addendum

Policy Date: April 2020

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**This addendum to our Safeguarding Policy reflects any updated guidance received  
The Government and the local authority**

## **1. Scope and definitions**

This addendum sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
  - With a child protection plan
  - Assessed as being in need
  - Looked after by the local authority
- Have an education, health and care (EHC) plan

## **2. Core safeguarding principles**

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first

- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

### **3. Reporting concerns**

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children still attending school and those at home.

During partial closure, staff may see families and pupils in their local area and must report concerns using the online Safeguard system or via email communication with the Safeguarding Team or SLT.

The online Safeguard system will be monitored regularly by the Safeguarding Team

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

### **4. DSL (and deputy) arrangements**

We aim to have a trained DSL or deputy DSL on site wherever possible. There will always be a member of SLT on site while pupils are on the premises.

If the DSL (or deputy) can't be in school, they can be contacted remotely via email

We will keep all school staff and volunteers informed by email as to who will be the DSL/Deputy DSL or member of SLT on site on any given day.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

### **5. Working with other agencies**

We will continue to work with children's social care, and with virtual school heads for looked after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from the local authority about 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

## **6. Monitoring attendance**

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

➤ Follow up on their absence with their parents or carers, by phone call ➤

Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

## **7. Peer-on-peer abuse**

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

## **8. Concerns about a staff member or volunteer**

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with government guidance.

## **9. Support for children who aren't 'vulnerable' but where we have concerns**

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. These pupils might be, for example, children who have previously had a social worker, or who haven't met the threshold for a referral but where staff have raised concerns.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10 below.

## **10. Contact plans**

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

We have a list of 'vulnerable' children which will record the frequency of contact and make note of issues/concerns raised. Details will include:

- How often the school will make contact – this will be once a week for some families or fortnightly for those where the concern is less
- Which staff member(s) will make contact – this will be a member of the Safeguarding or Strategic Leadership Team
- How staff will make contact – this will be over the phone
- Who we will contact if we are unable to make contact

## **11. Safeguarding all children**

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk. Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above

For children at home, they will look out for signs like:

- Not logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any contact made

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health.

## **12. Online safety**

### **12.1 In school**

We will continue to have appropriate filtering and monitoring systems in place in school. (Also see ICT Acceptable Use Policy)

### **12.2 Outside school**

Home learning activities and web links are checked thoroughly before being posted for pupil and families on the school website

Staff and parents/carers can communicate via a year group email address. Teachers do not communicate with families via their own email addresses.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

### **12.3 Video Conferencing**

When contacting pupils by video conferencing the following applies:

- Staff are only permitted to video conference previously named pupils.
- Prior to the calls the Safeguarding Team will have access to the names of the children. The team will also advise the teacher's of any relevant issues that they may need to be aware of.
- The Safeguarding Team and SLT will have access, at any point to active video conferencing.
- The Safeguarding Team and SLT will be supplied with a timetable of calls (date, time duration), including the teacher calling and the pupils receiving the calls. Calls must not be made outside of the agreed schedule.
- All video conferencing must involve more than one adult (staff) and more than one child. If at any point participants fall below this level the call must be terminated immediately.
- Parent must give permission for their child to be contacted for a video conference call.
- Parents are required to accept the conference call to ensure they are present on the premises when the call takes place.
- The school's code of conduct applies at all times, including when contacting children outside of the school setting.
- Staff must not divulge any personal information about themselves or families during the call.
- When conferencing from home staff should be aware of location and background.
- Guidelines on video conferencing will be given to staff before the commencement of the project.
- A code of conduct for parents and students receiving the call will be provided.
- Safeguarding guidelines apply to all contact including video conferencing. Staff, pupils and parents should make a complaint to the DSL or Head Teacher if they feel safeguarding procedures have been breached.
- The facility to video conference will be removed when the current crisis ceases.

### **13.3 Working with parents and carers**

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

## **13. Mental health**

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

As well as academic learning resources posted on our school website in learning packs, mental health and well-being and mindfulness resources are also provided for pupils and the families

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

## **14. Staff recruitment, training and induction**

### **14.1 Recruiting new staff and volunteers**

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

## **14.2 Safeguarding induction and training**

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

## **14.3 Keeping records of who's on site**

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will keep a daily record of everyone working or volunteering in our school each day

## **15. Monitoring arrangements**

This policy will be reviewed as guidance from the Local Authority or DfE is updated.

## **16. Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Staff Code of Conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Whistle blowing policy

**Policy date: April 2020**