

Scholars' Education Trust

POLICY TITLE: CHILD PROTECTION

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❖ School = School and/ or Academy

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1. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (Working Together to Safeguard Children, DfE 2018, pg.6)

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular, this policy should be read in conjunction with the Trust's Policies:

- Safer recruitment
- Behaviour policy
- Code of conduct for employees
- ICT Acceptable Usage policy

Purpose of a Child Protection Policy

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

**Local Authority
Safeguarding Children
Board Inter-agency Child
Protection and Safeguarding
Children Procedures**

The school follows the procedures established by the Local Authority's Safeguarding Children Board; a guide to procedure and practice for all agencies working with children and their families.

<https://hertsscb.proceduresonline.com/index.htm>
www.centralbedfordshirelscb.org.uk

School Staff & Volunteers

All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding children training (which is updated regularly, every three years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition all staff members receive safeguarding and child protection updates (for example, via email and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Person including Child Protection Policy and code of conduct for employees.

Mission Statement

Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.

Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or Child Protection Contact if they are a child in need or have been / are at risk of being abused and neglected.

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and

balanced curriculum. Refer to KCSiE Part two Para 93.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Implementation, Monitoring and Review of the Child Protection Policy

The policy will be reviewed annually by the Trust Board. It will be implemented through all the school's induction and training programmes, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Senior Persons and through staff performance measures.

2. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002 (Section 175/157)
Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".
- Local Authority Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
- Keeping Children Safe in Education (DfE, September 2020)
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to **marry**. **Includes** taking someone overseas to force them to **marry** (whether or not the **forced marriage** takes place).
- Serious Violence Strategy 2018.

Keeping Children Safe in Education (DfE 2020) states that governing bodies and proprietors should ensure that the school contributes to multi-agency working in line with statutory guidance Working together to safeguard children.

Furthermore it also states that governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of inter-agency safeguarding procedures set up by the LSCB.

Working Together to Safeguard Children (DfE 2018) requires each school to follow the procedures for protecting children from abuse which are established by the Local Authority's Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

3. THE DESIGNATED SENIOR LEAD

N.B. Keeping Children Safe in Education, DfE 2020 refers to this role as Designated Safeguarding Lead - DSL

The Trust Board ensures that all the schools designate an appropriate **senior member** of staff, from the school's **leadership team**, to be appointed to the role of designated safeguarding lead.

During term time (school hours) the designated safeguarding lead and or a deputy will always be available for staff in the school to discuss any safeguarding concerns and individual arrangements for out of hours/out of term activities will be:

FOR OUT OF SCHOOL ACTIVITIES AND TRIPS, EACH TRIP HAS A LEADERSHIP TEAM LINK TO BE CONTACTED IN AN EMERGENCY OR IN THE EVENT OF A SAFEGUARDING CONCERN

Designated Senior Leaders for Child Protection are listed in **APPENDIX 5**.

The broad areas of responsibility for the Designated Senior Lead are:

➤ **Managing Child Protection Contacts cases**

- Contacting the Child Protection Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
- Completing Child Protection Contacts for all cases of suspected abuse or neglect where there is a significant risk of harm to the child/young person to the Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.
- Liaise with the Head Teacher to inform him/her of issues – especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact by liaising with relevant agencies.
- Support staff who make Child Protection Contacts and other service referrals.

- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

➤ **Training**

The Designated Senior Leaders should undergo formal training every two years. The DSLs should also undertake Prevent Awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

- 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's safeguarding and child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Be able to keep detailed, accurate, secure written records of concerns, Child Protection Contacts alongside referrals to other agencies.
- Obtain access to resources and attend any relevant or refresher training courses.
- 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.

➤ Raising Awareness

- The designated safeguarding lead should ensure the school's policies are known, understood and used appropriately.
- work with the governing bodies or proprietors to ensure that the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding and child protection policy is available publicly and that parents are aware that advice regarding child protection concerns could be sought from the Child Protection Consultation Hub and that Child Protection Contacts about suspected abuse or neglect may be made. Ensure parents are aware of the role of the school or college's statutory role regarding safeguarding of children.
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school/college as soon as possible but transferred separately from the main pupil file. The file should not be sent until the child is physically attending the new school.
- Obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child unless the case is currently open and in line with data protection guidelines (see Record keeping Guidance on Hertfordshire Grid for Learning for further information).
- Consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

4. THE GOVERNING BODY

Local governing bodies and the Trust Board must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law.

Governing bodies should have a senior board level (or equivalent) lead to take **leadership** responsibility for their school's safeguarding arrangements.

Nominated governors for child protection are listed in **APPENDIX 5**

The responsibilities placed on governing bodies and proprietors include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- ensuring that an effective child protection policy is in place, together with a staff behaviour policy.
- ensuring staff are provided with Part One of “Keeping Children Safe in Education (DfE 2020) and Annex A and are aware of specific safeguarding issues.
- ensuring that staff induction is in place with regards to child protection and safeguarding.
- appointing an appropriate senior member of staff to act as the Lead Designated Senior Lead (DSL).
- ensuring that all of the Designated Senior Leaders (including deputies) should undergo formal child protection training every two years (in line with KCSIE and HSCP procedures) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments).
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- ensuring that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies is provided in Annex C of **Keeping Children Safe in Education (DFE 2020)**.
- Having a senior board level lead to take leadership responsibility for the organisation’s safeguarding arrangements.

5. WHEN TO BE CONCERNED

Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the Indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology maybe used to facilitate offline abuse. Children maybe abused by an adult or adults or by another child or children.

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.

Child

Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as over protection 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, though it may occur alone.

Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
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Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a ‘loner’ Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.

Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse

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

Child

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

Parent

Family/environment

History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

If staff, governors or visitors have any concerns about a child's welfare, they should act on them immediately. If staff, governors or visitors have a concern, they should follow this policy and speak to the Designated Senior Lead/DSL (or deputy). The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Any staff member should be able to make a Child Protection Contact Referral to Children's Services if necessary.

All staff should be aware of the process for making Child Protection Contacts Referrals to Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm – from abuse or neglect) that may follow a contact referral, along with the role they might be expected to play in such assessments.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Options will then include

- Managing any support for the child internally via that school's own pastoral support processes;
- Completing a Families First Assessment or a Request for Support referral.
- A Child Protection Contact for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead and their Deputies should be considering 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.

A child centred and coordinated approach to safeguarding:

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Children who may require early help (known as Families First in Hertfordshire)

Families First is Hertfordshire's programme and Supporting Families is Central Bedfordshire's programme of early help services for families.

A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst or and will help practitioners and families find information and support to prevent escalation www.centralbedfordshire.gov.uk/children/family-support of needs and crises.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early

identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Lead any ongoing/escalating concerns so that consideration can be given to a Child Protection Contact Referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

If early help is appropriate, the designated safeguarding lead or deputy will generally lead on liaising with other agencies and setting up a Families First Assessment as appropriate.

Any child may benefit from early help, but all school staff and volunteers should be particularly alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs (whether or not they have a statutory education, health and care plan).
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Children who are frequently missing from care or from home;
- Children who are misusing drugs or alcohol themselves;
- Children who are at risk of modern slavery, trafficking or exploitation;
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.
- Children who have returned home to their family from care;
- Children who are showing early signs of abuse and/or neglect;
- Children who are at risk of being radicalised or exploited;
- Children who are privately fostered.

School staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect** as well as being aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

See **Appendix 4** for information on indicators of abuse and **Appendix A of KCSiE** for specific safeguarding issues.

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- ❖ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- ❖ Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- ❖ Communication barriers and difficulties;
- ❖ Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child);
- ❖ Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased;
- ❖ A disabled child's understanding of abuse;
- ❖ Lack of choice/participation;
- ❖ Isolation.

Peer on peer abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This 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, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

All staff should be aware that abuse is abuse and peer or peer abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Furthermore they should *recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.*

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

The Local Authority recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals assess and respond appropriately to sexualized behaviour. The traffic light tool can be found at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Guidance on responding to and managing sexting incidents can be found at: http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

Staff should recognise that children are capable of abusing their peers and incidents should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students' understanding of acceptable behaviour and keeping themselves safe.
- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Ensure victims, perpetrators and any other child affected by peer on peer abuse will be supported.
- Has robust risk assessments where appropriate (e.g. using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Has relevant policies in place (e.g. Behaviour Policy).

- Where there is an allegation or concern that a child has abused others Section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic), 'Children Who Abuse Others':
http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html

Staff should also refer to Part 5 of Keeping Children Safe in Education (DfE 2020) – 'Child on child sexual violence and sexual harassment.'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. Also refer to Schools Toolkit the characteristics of young peoples' vulnerability to CSE and CCE on the HFGL.

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A KCSiE DfE 2020.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to the schools DSL.

PREVENT: Safeguarding Children and Young People from Radicalisation

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all school and college safeguarding approaches.

All schools and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism.” KCSiE DfE 2020

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children’s behaviour, which could indicate that they may be in need of Prevent support. They must act proportionately to the concern using the Prevent ‘notice, check, share’ approach, which may lead to the DSL making a Prevent referral.

Local Hertfordshire County Council guidance on Prevent is featured at 6.25 of the Hertfordshire Safeguarding Children’s Partnership CP procedures https://hertsscb.proceduresonline.com/chapters/p_prevent_guide.html which outlines the specific duties in Hertfordshire. This guidance also features advice on making a Prevent referral. (please note: at the time of writing this policy 6.25 of the HSCP CP procedures is under review)

Domestic Abuse

Domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. See Appendix 4 for information regarding Operation Encompass

6. DEALING WITH A DISCLOSURE

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child’s age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Make a written record (see Record Keeping).
- Pass the information to the DSL without delay (if a DSL or Deputy is not available, staff must inform a senior member of staff or complete a child protection contact referral if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or Children's Services where necessary is not delayed)

Support

Dealing with a disclosure from a child and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Lead.

If a school staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy – *Allegations involving school staff/volunteers*.

7. RECORD KEEPING

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the school's Child Protection recording system which may be electronic or use a record of concern sheet wherever possible (pro-forma available on the Hertfordshire Grid for Learning).
- Do not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Use the body map on HGFL to indicate the position of any injuries and a clear description of the injury.
- Record statements and observations rather than interpretations or assumptions.
- All records need to be given to the Designated Senior Leader promptly. No copies should be retained by the member of staff or volunteer.

The Designated Senior Leader will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

Where children leave the school or college, the Designated Senior Leader should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as Designated Senior Leader and SENCOs or the named person with oversight for SEN in a college, are aware as required. If the child has an allocated social worker, they will also inform them of the change of school.

In addition to the child protection file, the Designated Senior Leader should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

8. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

9. SCHOOL PROCEDURES

Please see **Appendix 3: What to do if you are worried a child is being abused: flowchart.**

If any member of staff is concerned about a child, he or she must inform the DSL. The DSL will decide whether the concerns should be raised to Children's Services and if deemed to have met the threshold a Child Protection Contact Referral will be completed. If a Child Protection Contact Referral to Children's Services is made the DSL will discuss the referral with the parents, unless to do so would place the child at further risk of harm.

While it is the DSLs' role to make Child Protection Contacts referrals, any staff member can make a Child Protection Contact Referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM, Forced Marriage etc), a Child Protection Contact referral should be made to Children's Services and/or the Police immediately. Where Child Protection Contacts Referrals are made by another member of staff, the DSL should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. **This is a mandatory reporting duty.** See **Appendix 1 - Keeping Children Safe in Education (DfE 2020): Annex A** for further details.

If the allegations raised are against other children, the school should follow section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – Children Who Abuse Others.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of any verbal disclosures and observations (record of concern pro-forma is available on the Hertfordshire Grid for Learning).

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

10. COMMUNICATION WITH PARENTS

SCHOOLS WITHIN SCHOLARS' EDUCATION TRUST will ensure the Child Protection Policy is available publicly either via their school's website or by other means.

Parents should be informed prior to a Child Protection Contact Referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material.

(The school may also consider not informing parent(s) where this is would place a member of staff at risk).

The school will endeavour to ensure that parents understand the responsibilities placed on the school and staff for safeguarding children.

Where reasonably possible schools and colleges should hold more than one emergency contact number for each pupil and student. KCSiE DfE 2020.

11. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

An allegation is any information which indicates that a member of staff/volunteer may have:

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

This relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

In the event of allegations of abuse being made against the Head Teacher, where the Head Teacher is also the sole Proprietor of an independent school or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the DSL if appropriate make any referral via them.

The Chair of Governors at each of the schools are listed in Appendix 5.

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair at each of the schools are listed in Appendix 5.

In the event of allegations of abuse being made against the Head Teacher, or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Senior Person and if appropriate make any referral via them. (See Keeping Children Safe

in Education: Part Four, DfE 2020, for further information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

Children's Services – 0300 123 4043

SOOHS (Out of Hours Service-Children's Services) – 0300 123 4043

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 4.1 of the Local Authority's Safeguarding Children Partnership Procedures Manual.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer, inform the subject of the allegation.

For further information see:

Hertfordshire Safeguarding Children Partnership Procedures Manual Section 4.1
Managing Allegations Against Adults who work with Children and Young People

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Children's Services 0300 123 4043
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and

should be familiar with the guidance contained in the safer working practices guidance and conduct policy. ***Further Guidance for safer working practice for those working with children and young people in education settings (May 2019)*** available at:

<https://www.saferrecruitmentconsortium.org/>

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school's behaviour management policy for more information.

APPENDIX 1: KEEPING CHILDREN SAFE IN EDUCATION (DfE 2020)

Part One: Information for all school staff

Annex A: Further information

On publication of this Child Protection Policy, September 2020, the CPSLO Service has decided to provide the hyperlink only to KCSiE rather than the document in its entirety, due to the potential for updates to the content.

All staff should have access and have read Part one and Annex A (which provides further information specific forms of abuse and safeguarding issues) of this statutory guidance. They should also have the opportunity to seek clarity from designated staff for any content.

This is to assist staff to understand their role and discharge their responsibilities as set out in this guidance.

We highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2 below) and should subsequently be re-directed to these documents again should any changes occur.

Link to KCSiE (DfE, 2020):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

APPENDIX 2: DECLARATION FOR STAFF

Safeguarding and Keeping Children Safe in Education (DfE 2020)

I understand where to find the policies and staff guidance mentioned below and I am aware that it is my responsibility to read them and to be familiar with their contents:

- Child Protection, including appendix “Keeping Children Safe in Education – Sept 2020” *
- Whistle-Blowing
- Capability Procedures
- Disciplinary Procedures
- Health & Attendance
- Code of Conduct for Employees **
- Equality
- Inclusion Policy (inc SEN, CLA and MAST)
- Health & Safety
- Data & Protection Policy
- Freedom of Information Act
- Anti-Bribery
- Gifts & Hospitality

Staff Guidance

- Privacy Notice
- ICT Staff User Agreement **
- IT & GDPR Staff Information
- Safer Working Practices Guidance
- Use of Reasonable Force

* Code of Conduct Appendix 1 and ICT Staff User Agreement enclosed for all members of staff to sign

I understand the Asbestos Log for the school/academy is kept in the Site Manager’s office and all staff are free to consult it at any time. If you have any queries please see the Site Manger.

I understand who the DSL(s) is/are for my school:

	HA	RBA	SJL	SRA	PRY
DSP	Lisa Davies	Ben Martin	Keith Snaylam	Ladan Shirazi	Lorraine Croft
Deputy DSP	Vicki Johnson	Lee Smith	Emma Montgomery	Ian Bailey	Mahnaz Smith
	Rochelle Cherry	Sheryl Brackenbury	Cherie Button	Shelly Pegg	
		Sophia Stabler	Claire Reed	Claire Godden	
			Julie Honour-Jones	Matt Pope	
				Helen Potter	

Name:

Position(s) within the Trust:

School:

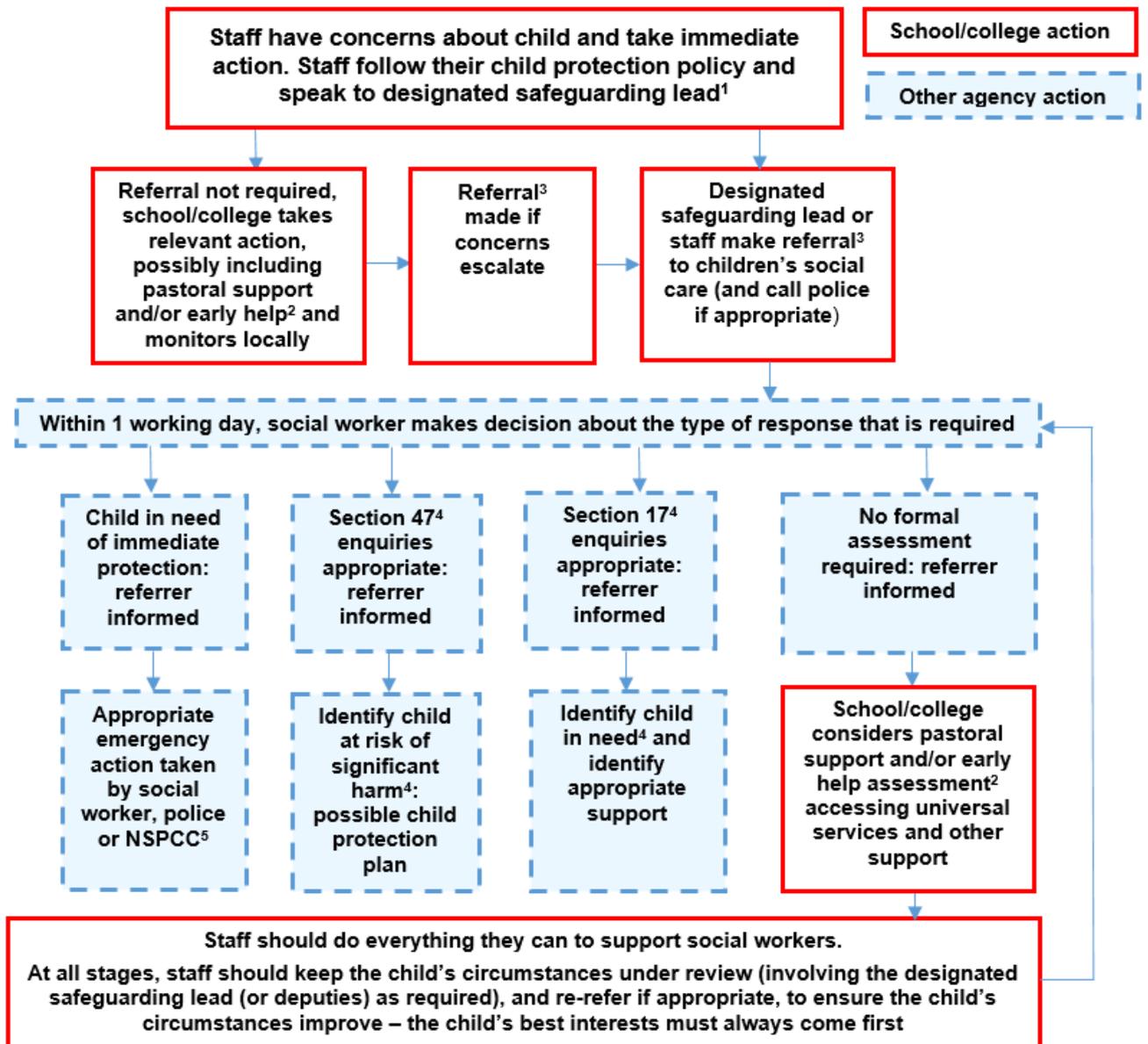
Signed

Date.....

NB All these policies can be found in the School’s Staff Shared Drive under Policies.

APPENDIX 3: ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD

Flowchart



APPENDIX 4: OPERATION ENCOMPASS

Information sharing from Police regarding Domestic Abuse notifications (2nd December 2019)

Operation Encompass Safeguarding Statement:

- Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.
- Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.
- Our parents are fully aware that we are an Operation Encompass school.
- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.
- The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.
- We are aware that we must do nothing that puts the child/ren or the non abusing adult at risk.
- The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.
- The Key Adult, DSLs, have used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

APPENDIX 5: TRAINED DESIGNATED SENIOR PERSONS (DSL) AND DEPUTIES

Scholars' Education Trust – Tel: 01727 859382

Hazel Wale (DSL)

Our Child Protection Trustee is Martin Sidders

Our Chair of the Trust Board is Martin Sidders

Sir John Lawes School – Tel: 01582 760043

Keith Snaylam (DSL)

Emma Montgomery

Cherie Button

Claire Reed

Julie Honour-Jones

Our Child Protection governor and Vice Chair of Governors is Katy Wilmshurst

Our Chair of Governors is Simon Mundy

Samuel Ryder Academy – Tel: 01727 859382

Ladan Shirazi (DSL)

Ian Bailey

Ed Coy

Claire Godden

Shelly Pegg

Matt Pop

Helen Potter

Our Child Protection governor is Jane Fullard

Our Chair of Governors is Mun-Li Boswell

Our Vice Chair of Governors is Alison Watkins

Robert Barclay Academy – Tel: 01992 410800

Ben Martin (DSL)

Lee Smith

Sheryl Brackenbury

Sophia Stabler

Our Child Protection governor and Chair of Governors is Dawn Warwick

Our Vice Chair of Governors is David Whitelegg

Harpenden Academy – Tel: 01582 716910

Lisa Davies (DSL)

Vicki Johnson

Rochelle Cherry

Our Child Protection governor and Vice Chair of Governors is Caroline Merritt

Our Chair of Governors is Mike Stevens

Priory Academy – Tel: 01582 661158

Lorraine Croft (DSL)

Mahnaz Smith

Our Child Protection governor and Chair of Governors is Vanessa Green

Our Vice Chair of Governors is Sarah Wilkinson

APPENDIX 6: CHILD PROTECTION AND SAFEGUARDING: COVID-19 ADDENDUM

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Important contacts

Harpenden Academy

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Lisa Davies	01582 716 910
Deputy DSL	Rochelle Cherry	01582 716 910
Other deputy DSL(s):	Vikki Johnston	01582 716 910
Designated member of senior leadership team if DSL (and deputy) can't be on site	Lisa Davies	01582 716 910
Headteacher	Lisa Davies	01582 716 910

ROLE	NAME	CONTACT DETAILS
Local authority designated officer (LADO)	LADO Team (this is now on a Rota basis)	01992 555420
Chair of governors	Mike Stevens	01582716910

Priory Academy

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Lorraine Croft	01582 661158
Deputy DSL	Mahnaz Smith	01582 661158
Other deputy DSL(s):	Yvonne Wilson	01582 661158
Designated member of senior leadership team if DSL (and deputy) can't be on site	Emma Collins	01582 661158
Headteacher	Mahnaz Smith	01582 661158
Local authority designated officer (LADO)	Central Beds	03003005026/03003008142
Chair of governors	Vanessa Green	07961 364321

Robert Barclay Academy

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Ben Martin	bmartin@robertbarclayacademy.co.uk
Deputy DSL	Lee Smith	lsmith@robertbarclayacademy.co.uk
Other deputy DSL(s):	Sophia Stabler Sheryl Brackenbury	scstabler@robertbarclayacademy.co.uk sbrackenbury@robertbarclayacademy.co.uk
Designated member of senior leadership team if DSL (and deputy) can't be on site	Ced de la Croix	head@robertbarclayacademy.co.uk

ROLE	NAME	CONTACT DETAILS
Headteacher	Ced de la Croix	head@robertbarclayacademy.co.uk
Local authority designated officer (LADO)	Paula Hayden	01992 588182
Chair of governors	Dawn Warrick	dwarwick@governors.robertbarclayacademy.co.uk

Samuel Ryder Academy

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Ladan Shirazi	l.shirazi@samuelryderacademy.co.uk
Deputy DSL	Ian Bailey	i.bailey@samuelryderacademy.co.uk
Other deputy DSL(s):	Shelly Pegg Claire Godden Ed Coy Matt Pope Helen Potter	s.pegg@samuelryderacademy.co.uk c.godden@samuelryderacademy.co.uk e.coy@samuelryderacademy.co.uk m.pope@samuelryderacademy.co.uk h.potter@samuelryderacademy.co.uk
Designated member of senior leadership team if DSL (and deputy) can't be on site	Matt Gauthier	m.gauthier@samuelryderacademy.co.uk
Headteacher	Matt Gauthier	m.gauthier@samuelryderacademy.co.uk
Local authority designated officer (LADO)	Paula Hayden	01992 588182
Chair of governors	Mun-Li Boswell	Munli.boswell@btinternet.com

Sir John Lawes School

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Keith Snaylam	ksnaylam@sjl.herts.sch.uk 01582 760043 07943 082517

ROLE	NAME	CONTACT DETAILS
Deputy DSL	Emma Montgomery	emontgomery@sjl.herts.sch.uk 01582 760043
Other deputy DSL(s):	Cherie Button Claire Reed Julie Honour-Jones	cbutton@sjl.herts.sch.uk creed@sjl.herts.sch.uk jhjones@sjl.herts.sch.uk 01582 760043
Designated member of senior leadership team if DSL (and deputy) can't be on site	Gweirydd Williams Phil Newbery	gwilliams@sjl.herts.sch.uk PNewbery@sjl.herts.sch.uk 01582 760043
Headteacher	Claire Robins	crobins@sjl.herts.sch.uk 01582 760043
Local authority designated officer (LADO)	Paula Hayden	Paula.Hayden@hertfordshire.gov.uk 01992 556710

1. Scope and definitions

This addendum applies during any period of school closure due to COVID-19, and reflects updated advice from our the DFE and Hertfordshire County Council.

It 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.

Please continue to use CPOMs promptly.

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. Details of all-important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) is unavailable at your school please contact a DSL from within the Trust – details of DSLs and their contact details are listed in "Important contacts" section at the start of the addendum.

We will keep all school staff and volunteers informed by email as to who will be the DSL (or deputy) on any given day, and how to contact them.

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. This will be the Headteacher. You can contact them by: see the contact details at the start of this addendum.

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
- Respond to any safeguarding concerns.

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 DfE

- › 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 any period of school closure but will be remote learning we will be completing our usual attendance registers and following our usual procedures to follow up on non-attendance.

Especially 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 Edulink message or phone call to parent
- › 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 –. Please arrange for other members of staff to register on : <https://form.education.gov.uk/service/educational-setting-status> for a backup plan if members of staff fall ill or are in isolation.

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. Send an Edulink message requesting that parents check their contact details and update if needed.

A poor attender or school refuser maybe on the vulnerable list re: contact plans 10.1, if you are calling parents / carers for these children and are not getting a response please discuss this with the lead DSL.

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.

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 by contacting the DSL and registering the concern on CPOMs. Investigations will still be conducted during school closure by making use of remote technology or engaging external professionals where appropriate.

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 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 might be children who have previously had a social worker or children 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 10.1 below.

10. Safeguarding for children not attending school

10.1 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

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact

We have agreed these plans with children's social care where relevant, and will review them monthly.

If we can't make contact, we will contact children's social care or the police.

Each school's strategic plan is attached to this addendum.

10.2 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 particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

If IT staff are unavailable on site, our contingency plan is to use IT support from across the Trust.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct, IT acceptable use policy and guidelines issued to staff during closure about staff/student communication, pre-recording videos to share or using video conferencing.

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.

11.3 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

Reminders will be included in newsletters to parents.

12. Mental health

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

13. Staff recruitment, training and induction

13.1 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.

13.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

13.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements. We will also use Educare to offer training to all new staff with the expectation they will have completed the safeguarding and prevent training within one working week of starting at our schools. This is coupled with the bespoke school training.

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

13.4 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.

14. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker

- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

15. Monitoring arrangements

This policy will be reviewed as guidance from the LA or DfE is updated, and as a minimum every 3-4 weeks by Hazel Wale, Trust COO & DSL. At every review, it will be approved by the full Trust board.

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
- Whistleblowing

Updated: January 2021