

This policy is based on the template first sent to schools by CAPH (Cornwall Association of Primary Heads) in November 2016. Revised November 2018, minor revision December 2018. Further revised July 2019 It was written on behalf of CAPH by Helen Trelease (Independent Safeguarding Trainer and Advisor). **(Next Revision date July 2020).**  
**This policy reflects Keeping Children Safe in Education: Statutory guidance for schools and colleges. September 2019**



## **Rosemellin School**

# **Keeping Children Safe in Education Child Protection and Safeguarding Policy**

**“Safeguarding is everyone’s responsibility”**

### **Key Information**

- This policy was developed and adopted on: 15.09.19
- The policy will be reviewed on: 15.09.20
- The Designated Safeguarding Lead (DSL) is: Natasha Anderson
- The Deputy Designated Safeguarding Leads (DDSL) are: Nicola Finn & Kim Than
- The name of the Designated Teacher for Children in Care and Previously in Care is: Liam Alston
- The Single Point of Contact (SPOC) for the Prevent agenda is: Natasha Anderson
- The Child Sexual Exploitation Lead is: Natasha Anderson
- The named Safeguarding Governor is: Jenni Richards
- The named Whistleblowing Governor is: Jenni Richards

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## **1. Introduction and Context:**

### **1.1 Our responsibilities**

**Section 175 of the Education Act 2002** places a duty on local authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view of safeguarding and promoting the welfare of children who are either pupils at a school or who are students under 18 years of age attending further education institutions.

The same duty applies to independent schools (which include academies and free schools) by virtue of regulations made under Section 157 of this Act.

In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children

All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

These duties are further reinforced within Keeping Children Safe in Education - Statutory Guidance for schools and colleges: Revised guidance September 2019. **This guidance must be adhered to in full by all schools and colleges.**

This policy develops procedures and good practice within our school, to ensure that there is an understanding of the duty to safeguard and promote the welfare of all children and young people including those who are vulnerable. We endeavor to provide a safe and welcoming environment where children and young people are respected and feel valued. It provides evidence of how this will be implemented within our school and within multi-agency working arrangements.

This policy has been read by all staff and signed to the effect that they have read and understood it.

The policy will be accessible to all visitors to the school, including temporary staff, volunteers, parents and carers through the schools website and a hard copy will be available

### **1.2 Meeting your communication needs**

We want to ensure that your needs are met. If you would like this information in audio type, in Braille, large print, any other format or interpreted in a language other than English please inform the Designated Safeguarding Lead.

### **1.3 Terminology**

- **Child** includes everyone under the age of 18 years old
- **All staff** – refers to all those staff working for or on behalf of the school, full time or part time, permanent or temporary, in either a paid or voluntary capacity.
- **Parent** – refers to birth parents and other adults in a parenting role, for example step parents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a child.
- **Governing Body** – refers to all forms of governance within a multi academy trust, academy, independent or maintained school
- **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.
- **Children in Need** refers to a child who is unlikely to achieve or maintain a reasonable level of health and development, or whose health and development is likely to be significantly or further impaired, without the provision of services, or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.

### **1.4 Acronyms used in this policy**

DSL – Designated Safeguarding Lead

DDSL – Deputy Designated Safeguarding Lead

MARU – Multi Agency Referral Unit

CSE – Child Sexual Exploitation

FGM – Female Genital Mutilation

KCSIE – Keeping Children Safe in Education (Revised September 2<sup>nd</sup> 2019)

SCP – Safeguarding Children Partnership

LADO – Local Authority Designated Officer

CIC – Children in Care

CIOS – Cornwall and Isles of Scilly

SEND – Special Educational Needs and Disability

## 1.5 **Key Documents**

This is an overarching policy and should be read in conjunction with the following documents:

[Keeping Children Safe in Education \(Sept 2019\)](#), which is the statutory guidance for Schools and Colleges.

[Working Together to Safeguard Children](#) (2013) further revised July 2018, which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. **This guidance applies in its entirety to all schools.**

[What to do if worried a child is being abused: Advice for Practitioner](#). March 2015.

[Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers](#) March 2015. Revised July 2018.

[The Prevent Duty Departmental, advice for Schools and child care providers](#) June 2015.

[Multi agency Statutory Guidance on Female Genital Mutilation Updated October 2018](#)

[Children Missing Education- Statutory guidance for local authorities](#) September 2016.

[Multi agency Statutory Guidance for dealing with Forced Marriage June 2014](#)

[Child Sexual Exploitation Definition and a guide for Practitioners](#) DfE February 2017

[Guidance for Safer Working Practice for those working with Children and Young People in Education settings Revised May 2019.](#)

[Sexual Violence and sexual harassment between children in schools and colleges](#) May 2018

[Criminal Exploitation of children and vulnerable adults: County Lines guidance Updated September 2018](#)

The [General Data Protection Regulation \(GDPR\) and Data Protection Act 2018](#)

Cornwall and Isles of Scilly Multi Agency Safeguarding Children Partnership Guidance available via [www.safechildren-cios.co.uk](http://www.safechildren-cios.co.uk) which includes:

- Multi Agency Threshold Tool July 2018
- Conflict Resolution Policy (Resolving Professional Difference)
- **Neglect Strategy**
- **Child Sexual Abuse Strategy 2018-21**

- **Missing and Sexual Exploitation Strategy 2018-19**

**Furthermore, we will follow the procedures set out by:**

The South West Child Protection Procedures ([www.swcpp.org.uk](http://www.swcpp.org.uk)) and Cornwall and Isles of Scilly Safeguarding Children’s Partnership ([www.safechildren-cios.co.uk](http://www.safechildren-cios.co.uk)).

In accordance with the above procedures, the School carries out an annual audit of its Safeguarding provision (S175/157 Safeguarding Audit, requirement of the Education Act 2002 & 2006) and sends a copy to the Local Authority from which a report is submitted to CIOS Safeguarding Children Partnership.

**This policy should also be read in conjunction with the following policies linked to safeguarding within the school which can include:**

<b>Anti-bullying</b>	<b>Online safety</b>	<b>Health and Safety</b>
<b>Visitors</b>	<b>Intimate care</b>	<b>Behaviour Management</b>
<b>Confidentiality</b>	<b>Safer Recruitment</b>	<b>Whistleblowing</b>
<b>Radicalization</b>	<b>Equality and diversity</b>	<b>Physical Interventions</b>

**First Aid (including management of medical conditions)**

**Peer on Peer Abuse (this could include child on child sexual violence and sexual harassment (Part 5 of KCSIE September 2018), and ‘up skirting’**

**Attendance – including the expectation that carers provide at least 2 emergency contact numbers**

**Staff behaviour policy including (code of conduct including acceptable user policy and keeping yourself safe – 1 to 1 working)**

**School security to include Lockdown**

**Educational visits**

## **2. Our Principles:**

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of those pupils who attend our school. Our school recognises that the safety and welfare of children is paramount and that we have a responsibility to protect children in all of our schools activities. We take all reasonable steps to ensure, through appropriate procedures and training, that all children, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse. We will seek to:

- **Ensure** that all children feel listened to and valued
- Create a safe and welcoming environment where children can develop their skills and confidence.

- Support and encourage other groups and organisations to implement similar policies.
- Recognise that safeguarding children is the responsibility of everyone, not just those who work with children.
- Ensure that any training or events are managed to the highest possible safety standards.
- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.
- We are committed to ensure that we at all times demonstrate anti discriminatory and anti-oppressive practice throughout the school and with our parents, carers and all those we work with.
- Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.
- Recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face.
- Carefully recruit and select all employees, contractors and volunteers.
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse.
- Share information about concerns with agencies who need to know, and involving parents and children appropriately.
- Maintain an attitude of 'it could happen here' at all times.

### **2.1 Key elements to this policy:**

- Establishing positive, supportive, secure working practices that put children first.
- Ensuring we practice safer recruitment in checking the suitability of all staff who work in our school.
- Keeping child protection issues at the forefront of our work and know who in the school the DSL and DDSL are.
- Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly reviews them.
- Supporting children and young people in accordance with his/her agreed child protection plan.

We will follow the procedures set out by the CIOS SCP and take account of all guidance issued by the DfE, OfSTED and other significant bodies.

- Ensure we have a DSL and a DDSL who have received appropriate training and support for their role and that we are adhering to Annex B of KCSIE **September '19** (see training section).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding early help and child protection matters including attendance at case conferences, if appropriate.
- Keep written, dated and signed records of concerns about “vulnerable” children including chronologies, even where there is no need to refer the matter immediately. This includes the use of any screening tool that aids identification of Neglect, Child Sexual Exploitation (CSE), Radicalisation, Children Missing Education, Female Genital Mutilation (FGM), on-line use or other such issues and that such records are securely placed.
- Follow procedures where an allegation is made against a member of staff and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files.
- Risk-assess any off-site activity, led by us, the school.

### **3. Early Help**

There are situations which may occur in a family’s life where they may benefit from additional support that cannot be provided solely by universal services. These can include when a child:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse;
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme.
- Is frequently missing/goes missing from care or home.
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking or exploitation.

These children are therefore more vulnerable; this School will identify who their vulnerable children are, ensuring **ALL** Staff and Governors know the processes to secure advice, help and support where needed. In the first instance a discussion should take place with the DSL and a record kept of this discussion. If further advice is needed or the school wishes to make a referral then they would contact the Early Help Hub.

The school will support other agencies and professionals if an early help assessment is considered appropriate and may act as the lead professional in certain circumstances.

Additional guidance can also be accessed by using the CIOS SCP multi agency threshold document.

Within Cornwall, the Early Help Hub is the first point of contact when considering additional support for children and their families

- Support is provided: from pre-birth to the age of 18 (or 25 when the young person has additional needs) when the child, young person or family has needs that are not met solely by universal services.
- It is single point of access for professionals, families and young people to access Early Help Services in Cornwall.
- The triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 48 hrs.

**Contact details:**

- **Telephone: 01872 322277**
- **Email: [earlyhelphub@cornwall.gov.uk](mailto:earlyhelphub@cornwall.gov.uk)**
- **[www.cornwall.gov.uk/earlyhelphub](http://www.cornwall.gov.uk/earlyhelphub)**

Please note that for any schools who have children who attend their school and do not live in Cornwall then they need to refer to the County that the child lives in. Contact details for other southwest local authorities are on the South West Child Protection Procedures website [www.swcpp.org.uk](http://www.swcpp.org.uk)

**If staff have any concerns about a child's welfare they must act immediately.**

#### **4. Child Abuse**

There are four main types of child abuse as defined in 'Working Together to Safeguard Children' (2015) and further minor revision in July 2018.

##### **4.1 Physical Abuse**

May involve hitting, shaking, throwing, poisoning, burning/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.

##### **4.2 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 children 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 the 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, though it may occur alone.

#### **4.3 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.

#### **4.4 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.
- 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.

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person's development.

Signs and Indicators which may assist in the identification of some forms of abuse can be found in Appendix A.

## **4.5 Bullying**

Bullying and forms of bullying including prejudice based and cyber bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse **[refer to School Anti-Bullying Policy]**.

## **5. Reporting your concerns**

### **5.1 General Principles**

In the first instance if a member of staff has a concern about a child they should report this immediately to the DSL.

The DSL may well have information that others members of staff do not know about a child and their family. Staff should be told on a 'need to know basis' (see confidentiality Section 7).

However insignificant you think your concern might be pass it on to your DSL. It may only be a small bit of information but it helps to form a bigger picture.

If the DSL is not available then speak to the DDSL.

Early information sharing is vital for effective identification, assessment and support.

### **5.2 If the DSL/DDSL are not available.**

If there is an immediate concern about a child or their family **any member** of staff can phone the MARU for advice and guidance if the DSL/DDSL are not available.

**Contact details: MARU 0300 1231116**

**If the concerns arise out of office hours contact 01208 251300**

### **5.3 Contacting MARU (for advice or when making a referral)**

Ensure that you have as much factual information about the child as possible when you phone include:

- Full name
- D.O.B
- Address
- Family composition details (including names of parent(s) and siblings)
- Any key professionals working with the school
- Factual information about the concerns you have – including access to any chronologies the school has on the child

**NSPCC - what you can do to report abuse dedicated helpline** is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or are concerned about how a safeguarding issue is being handled within school. Staff can call 0800 028 0285 8am -8pm Monday – Friday or [email@help@nspcc.org.uk](mailto:email@help@nspcc.org.uk)

#### **5.4 Making a referral in writing:**

You will need to back any phone call up in writing by completing the multi-agency referral form. This is available from the CIOS SCB website [www.safechildren-cios.co.uk](http://www.safechildren-cios.co.uk). You must then send it in by secure email which is clearly highlighted on the referral form:

**MARU Secure email:** [multiagencyreferralunit@cornwall.gcsx.gov.uk](mailto:multiagencyreferralunit@cornwall.gcsx.gov.uk)

#### **5.5 Informing Parents**

Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the school become aware of this.

#### **5.6 Resolution of Professional Differences**

In the event that the school disagrees with the actions or decisions of another agency we will consider using the Resolution of Professional Differences policy also referred to as the escalation policy. The policy is available via the following link:

<https://www.cornwall.gov.uk/media/35666912/resolving-professional-differences-and-flowchart.pdf>

#### **5.7 If the Child/Family are already known to Social Care**

When a member of Staff, parent, practitioner, or another person has concerns for a child, and if the school are aware that the case is already open to social care then they should contact the allocated worker. If they do not know the name of the worker they can contact MARU who will provide contact details of the worker and/or their manager.

### **6. Specific Safeguarding Issues**

There are specific issues that have become critical issues in Safeguarding that Schools will endeavour to ensure **ALL** their Staff and Governors are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE)
- Children missing from Education
- Domestic Abuse
- Drugs
- Fabricated or induced illness
- Child criminal exploitation – county lines
- Children with family members in prison
- Faith abuse

- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Homelessness
- So called 'Honour-based' violence
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children
- **Serious violence**

Rosemellin School will incorporate signs of abuse and specific safeguarding issues into briefings, staff induction training, and ongoing development training to all Staff and Governors. Annex A of KCSIE (September 2019) provides more detail on the following:

### **6.1 Child Sexual Exploitation (CSE)**

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. (DfE Child Sexual Exploitation February 2017).

All suspected or actual cases of CSE are a safeguarding concern in which Child Protection procedures **must** be followed; this will include a referral to MARU and where the risk is immediate to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s and the CSE lead within the School.

Potential indicators of CSE are contained within Appendix A.

## 6.2 Extremism/Radicalisation/**PREVENT**

Extremism:

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young- by seeking to sow division between communities on the basis of race, faith or denomination: justify discrimination towards women and girls: persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in society (Working Together July 2018)

Rosemellin School will ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalization

The HT/Principal and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure **All** Staff and Governors implement the duty.

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).

Ensure the risks of Radicalisation are referred to within all relevant policies including visitors anti bullying and e-safety.

Rosemellin School will respond to any concern about Extremism/ Radicalisation/Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

When reviewing our PREVENT duties we would consider the guidance contained on the Safer Cornwall website (link below).

<http://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/>

What can we do to help our children understand these issues and help protect them?

- Provide a safe space for them to debate controversial issues.
- Help them to build resilience and the critical thinking they need to be able to challenge extremist arguments.
- Give them confidence to explore different perspectives, question, and challenge.

The school is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school. We follow the guidance set out in Annex C (KCSIE September 2019) Please refer to Rosemellin School's e-safety/**online safety** policy.

All staff in the first instance should contact the SPOC (Single Point of Contact) within Rosemellin School with any concerns.

### **Additional contact details:**

Concerns can be discussed with the Prevent Lead for Cornwall: Steve Rowell email: [prevent@cornwall.gov.uk](mailto:prevent@cornwall.gov.uk)

MARU can also be contacted for advice: 0300 1231 116

Emergency Out of Hours: Tel No: 01208 251300

If immediate and serious concerns call the police on 999

### **6.3 Honour-Based Violence**

So called honour-based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, it includes female genital mutilation, forced marriage, and practices such as 'breast ironing'.

### **6.4 Female Genital Mutilation (FGM)**

Rosemellin School recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in legal/disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police and to Children's Social Care via MARU. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless there is a good reason not to do so.

Potential indicators of FGM are contained within Appendix A.

### **6.5 Forced Marriage**

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage (Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse.

Arranged marriage is common in some cultures. The families of both spouses take a leading role in arranging the marriage, however 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. ALL Staff should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

If at any time the school had a concern regarding a child who this may apply too immediate contact will be made with MARU for guidance and advice.

## **6.6 Peer on Peer Abuse**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. The reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school.

**Please refer to the Peer on Peer Abuse policy we have in school.**

Please also refer to Rosemellin School's Anti Bullying, Equality and Diversity, online safety policies

## **6.7 Sexual Violence and sexual harassment between children in schools and colleges**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

All victims must be taken seriously, supported and kept safe.

Reports of sexual assault and harassment are extremely complex to manage. It is essential that victims are protected, and every effort is made to minimise the disruption to their education.

Part 5 of Keeping Children Safe in Education (September 2019) clearly outlines the response that should be taken.

If anyone has any concerns that a child or children may be at risk they must report them to the DSL immediately. They should then liaise with MARU and follow guidance laid out in KCSIE (September 2019).

## **6.8 Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The school may need to devise a policy /procedure that meets the individual needs of a child. This should be written in conjunction with the parent(s) and staff working with the child. The child where they are of sufficient understanding should have the policy/procedure discussed with them. All staff need to be confident in its use.

Rosemellin School recognises that additional barriers can exist when identifying abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and being more prone to being isolated from their peers than other children; and
- Communication barriers and difficulties in overcoming these barriers.

The individual needs of every special educational needs or disabled child will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising. In addition we will keep under review the potential need for additional pastoral support.

Should any concerns arise in relation to any child in relation to their safety and welfare Rosemellin School will follow the same procedures as outlined within this policy and liaise with the DSL initially.

## **6.9 Online safety**

Mobile phones, laptops, iPads, and other on-line type products are integrated into all our lives. Many are used within our school. However, there are those that seek to use these for their own or others gratification. The links below provide more information on on-line safety and cover issues such as:

- Bullying, including online bullying and prejudice-based bullying, racialization and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example sexting.

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

<http://swgfl.org.uk/news/News/online-safety/Making-Sense-of-the-New-Online-Safety-Standards>

Rosemellin School takes online safety very seriously both in terms of our pupils and all of our staff. Please also refer to Rosemellin School's School e-safety/online policy and the acceptable user policy for staff.

### **6.9.1 Filtering**

Rosemellin School is adhering to the guidance within the revised KCSIE (September 2019) Annex C and this is reflected within our e-safety policy.

## **6.10 Domestic Abuse**

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic **abuse** where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict.

Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong.

Our school is an Operation Encompass school. This means that when there has been a domestic abuse incident at an address where children from our school live and the police have been called and attend the incident then the school will be informed by 9am the next school day. This enables us to support the child(ren), and where appropriate the family, within school. Parents are advised by the police that the school will be informed.

Social care also receive reports from the police when they have been involved with children, not just in relation to domestic abuse incidents. These are called ViSTs (Vulnerable Incident Screening Tools). This information will also be passed to the school if the information is considered appropriate and proportionate. Staff in school will be informed on a 'need to know basis' by the DSL.

### **6.11 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 absence and take appropriate action including notifying the local authority and following local procedures, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

#### **6.11.1 EHE- Elective Home Education**

We will always advise the Local Authority at the earliest opportunity when children are withdrawn from the school to be electively home educated, completing the required Elective Home Education Form (as in link below) and returning it with a copy of a letter from the parents/carers confirming that they are withdrawing the child from the school to home educate. Further guidance is available via:

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/education-welfare/elective-home-education/>

The DSL / DDSL will always alert the Local Authority where there are concerns regarding the safety and welfare of the child in question.

#### **6.11.2 Reduced Time Tables**

Should a reduced time table be instigated or be necessary, guidance will be reviewed with the aim the child returns to school full time at the earliest moment or other provision sought to ensure the child/ young person has their full entitlement. Guidance is available at

<https://www.cornwall.gov.uk/reducedtimetables>

The use of a reduced timetable should be an exceptional measure in this school. It is illegal for a school to impose a reduced timetable, but it is accepted that a reduced timetable may be appropriate provided that the setting can demonstrate that the Local Authority's best practice guidance has been followed. 'Guidance for schools and educational settings' details further the actions and procedures that need to be followed

<https://www.cornwall.gov.uk/media/22616684/reduced-timetables-guidance-v20.pdf>

### **6.12 Looked after children and previously looked after children**

A previously looked after child potentially remains vulnerable. The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. KCSIE ([revised September 2019](#))

A designated children in care lead has been appointed from the senior leadership team. In Rosemellin School this person is currently Liam Alston.

The designated child in care lead will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They are also responsible for ensuring that they also have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated children in care lead will have details of the child's social worker. They will have drawn up an individual education plan in consultation with the children in care education support service (CICES). Designated teachers also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders.

The designated child in care lead must have appropriate training and the relevant qualifications and experience. The training for this role is provided by Cornwall Council. They must attend this training regardless of whether there are currently children within the school who are in care or previously looked after children.

All designated children in care staff should read the statutory guidance on '[Promoting the education of looked after children](#)'.

### **6.13 Young Carers**

As a school we recognise the needs of young carers in that they can be more vulnerable or placed at risk.

We aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs via the Early Help Hub.

### **6.14 Private Fostering**

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed.

If the school are aware of such an arrangement being in place they must advise the family that the school have a responsibility to inform the local authority and encourage the family to advise the local authority themselves.

Advice or a referral can be made via MARU.

### **6.15 Modern Slavery and Human Trafficking**

The above are offences under the Modern Slavery Act 2015. These offences include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country. It is possible to be a victim even if consent has been given to be moved.

Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

If you hold information that could lead to the identification, discovery and recovery of victims in the UK, you can contact the Modern Slavery Helpline 08000 121 700. **All members of staff must also inform the DSL/DDSL of any concerns.**

Advice or referral can be made via MARU (0300 1231 116) or for Vulnerable Adults (0300 1234 131).

### **6.16 Contextual Safeguarding**

Safeguarding incidents can be associated with factors outside of school. All staff 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.

If making a referral to social care the school should provide as much information as possible.

### **6.17 Child Criminal Exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, markets and seaside towns. It can affect any child under the age of 18 as well as vulnerable adults.

Any concerns about county lines should be referred to the DSL immediately and they should then contact MARU for guidance and advice

### **6.18 Serious Violence**

All staff should be aware of indicators which may suggest that children are at risk from, or are involved with serious violent crime. Indicators may include increased absence from school, a change in friendships, relationships with older people or groups, a significant change in their academic ability or general wellbeing, signs of self-harm, or unexplained injury. Unexplained gifts/money may also indicate that children are involved/associated with individuals linked to gangs or criminal networks.

## **6.19 Special Circumstances:**

### **6.19.1 Work Experience**

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in KCSIE (September 2019).

### **6.19.2 Children staying with host families - now referred to as homestay** (KCSIE September 2019)

The schools may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances the schools follow the guidance in Annex E of "Keeping Children Safe in Education (2019)" to ensure that hosting arrangements are as safe as possible.

## **7. Confidentiality and Information Sharing**

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. No adult must ever guarantee confidentiality to any individual including parents, children, colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

If the information given relates directly to the safety and welfare of a child then the DSL must be informed immediately. They should then contact MARU.

The school adheres to the revised Information sharing – [Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (July 2018)

## **8. Record Keeping**

Well-kept records are **essential** to good safeguarding and child protection practice. We are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies.

In our work with children and their families, we recognise the importance of:

- Keeping clear detailed up to date written records of concerns about children and young people. This includes a chronology.
- Ensuring all records are kept secure and in a locked location.

- Ensuring records are passed on to the receiving school if a child or young person transfers. In line with current local authority guidance.
- Ensuring all records are clear, factual and jargon free.

*Rosemellin School uses 'My Concern' as their record keeping system. The majority of staff throughout the school are trained on how to use this system to report a concern immediately to the DSL or DDSL. Those who do not have easy access to a computer, are able to use paper cause for concern forms, which are available on the safeguarding board in the staffroom.*

*Visitors to the school, such as speakers, parent volunteers and other professionals are provided with clear instructions (tier one safeguarding leaflet) upon entry to the school. This leaflet provides information regarding how to report a concern and to whom.*

*All information is stored securely and is recorded in detail to ensure chronologies are robust and thorough.*

## **9. Allegations against staff**

Allegations against staff are covered in all basic training and induction training that takes place within our school.

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the child that what he says will be taken very seriously and everything possible done to help.

In all instances the Headteacher must be informed. If the **Headteacher** is not available then the DSL should be advised.

If the allegation concerns the Headteacher then the CEO and Chair of the Trust in the MAT must be informed.

In all situations regarding an allegation of abuse against a member of staff/volunteer/governor the school must not act alone and must seek advice and make a referral where necessary.

In such circumstances our Headteacher, or Chair of Governors (if the allegation is against the Headteacher) will contact the LADO for advice

As part of our safeguarding duties, the LADO Service has a statutory responsibility to manage and oversee allegations made against professionals and volunteers who work with children. All allegations and concerns should be referred to the LADO within 24 hours where advice and guidance can be provided in respect of balancing the responsibility to safeguard with the need to support staff in difficult situations.

The following issues need to be considered

- What are the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser?
- contact the parents or carers of the child/young person **if** advised to do so by the LADO;

- consider the rights of the staff member for a fair and equal process of investigation;
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- act on any decision made in any strategy meeting; and
- advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned.

**Contact details LADO: 01872 326536**

If a referral needs to be made then this must go through MARU who will then pass it on to the LADO team. The referral form can be found at:-

<https://www.safechildren-cios.co.uk/media/28159358/lado-professional-allegations-referral-form.docx>

## **10. Whistleblowing**

Please adhere to the schools whistleblowing policy. Revised in September 2017

**Whistleblowing Governor:** Jenni Richards

In the event that you do not feel able to follow the schools whistle blowing policy but remain concerned you must discuss your concerns with an appropriate independent body. In this situation you could contact:

**NSPCC Whistleblowing helpline: 0800 028 0285**

Further contact details are contained within the revised Whistle blowing policy (September 2107)

## **11. Key Safeguarding Roles and Responsibilities: (see Appendix D)**

### **11.1 Designated Safeguarding Lead (DSL)**

There is a legal obligation under the Education Act 2002 S175/157 for all schools to have a designated safeguarding lead. Rosemellin School follows the guidance in Annex B of KCSIE (revised September 2019) which outlines the key responsibilities of the DSL.

### **11.2 Deputy Designated Safeguarding Lead (DDSL)**

As above we follow the guidance in Annex B of KCSIE (revised September 2019) which outlines the key responsibilities of the DSL and DDSL.

### **11.3 Governing Body including the role of the Safeguarding Governor**

The roles and responsibilities of the governing body are outlined in Part 2 of KCSIE (revised September 2019). In addition we have outlined these responsibilities in Appendix B.

## **12. Safer Recruitment (the school also has a separate policy)**

Our school operates safer recruitment procedures including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006.
- statutory guidance relating to volunteers is followed
- at least one member of the recruitment panel members have undertaken safer recruitment training through an accredited training programme.

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff.

Our school complies with the requirements of KCSIE, September 2019 - Part 3

### **13. Attendance at Child Protection Conference**

If a child or young person becomes the subject in a Child Protection Conference as a school we may be asked to share information about the child or young person and his/her family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting preferably by the school.

Child protection conferences will be attended by the DSL or DDSL. In exceptional circumstances another member of staff may attend with them. The reason this responsibility is not delegated is because the DSL has the overall training and accountability to act on behalf of the school including agreeing their role in any child protection plan as well as the possible allocation of resources.

Occasionally, there may be information which is confidential and which will be shared in a closed meeting prior to the conference. If this is necessary, the chair of the conference will discuss the matter with parents/carers beforehand.

When any child becomes the subject of a conference, local procedures require all other children in the family are considered. It may well be that staff will be required to provide information on children with whom there appear to be no direct concerns.

Staff may contribute to the process of risk assessment and the decision about the child being in receipt of a child protection plan. This will be undertaken using the signs of safety model. For more information about signs of safety discuss with the allocated social worker or the independent chair prior to the meeting.

### **14. Training**

All members of our workforce have been provided with, and signed to say that they have read and understood, Part 1 of KCSIE, (September 2019) and governors have been provided with and signed to say they have read and understood Part 2 of KCSIE (September 2019)

All staff members will receive appropriate safeguarding and child protection training/briefings which will be regularly updated (minimum of yearly). In addition all staff members will receive safeguarding and child protection updates. These will be done as part of staff meetings where safeguarding will be a standing item on the agenda of every staff meeting and full governors meetings.

All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy, key designated staff, Staff Code of Conduct, Part 1 of KCSIE (September 2019) Key contacts, and What to do if a Child discloses Abuse.

All staff need to understand the unique risks associated with online safety and be confident they have the skills to keep children safe whilst they are online in school.

In addition all staff must recognise the additional risks that SEND children can face especially with regard to their online activities.

Our DSL and DDSL(s) will undertake multi-agency safeguarding training in addition to the whole school training. Once this training is completed they have a duty to update their training by attending safeguarding briefings and training every year with a full update every two years. It will support both the DSL and DDSL to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school.

Our Governing Body will have access to basic safeguarding training within the school. We will recommend and encourage them to undertake training specifically on the safeguarding responsibilities of the governing body in line with Part 2 of KCSIE, in particular the role of the Safeguarding Governor. In addition to this training the safeguarding governor may wish to access multi-agency safeguarding training at least every two years.

At least one member of our recruitment panel will have undertaken safer recruitment training. Best practice is that this is updated every 3 years to ensure that the school are keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff.

### **Safeguarding training assurance from 3<sup>rd</sup> party providers/contractors**

It is the responsibility of the School to seek assurance from the 3<sup>rd</sup> party supplier/contractor as to the level of safeguarding training they provide to their staff (it is perfectly acceptable to ask and challenge for this information so that the School has the assurance needed). In addition to this, the School will ensure that contractors/3<sup>rd</sup> party suppliers receive local safeguarding information (the School safeguarding leaflet and code of conduct) so that they understand what is expected of them, how to raise any concerns and how to deal with any difficult situations they may find themselves in. The safeguarding information for contractors/3<sup>rd</sup> party suppliers is also about them protecting themselves as much as it is about protecting the children and young people in school.

For audit purposes and our own assurance the School will keep a record of responses from contractors/3<sup>rd</sup> party suppliers.

If there are concerns as to the level of training provided, especially in the case of small independent businesses who may not have access to training, we may consider including or inviting them to attend staff training.

## **15. Extended school and off-site arrangements**

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

If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

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

## **16. Photography and images**

A separate policy is held but our staff are aware at no times should their own personal cameras/smart phones be used in recording children or young people in this school.

The school will ensure that they get parental permission to take photographs of children for media, website and other school purposes.

## **17. Supporting Staff**

Our school recognise that all staff may find dealing with safeguarding and child protection concerns very difficult and upsetting. It may trigger memories of their own difficult childhood, or be an experience they have had as an adult, or a member of their family, or close friendship group has experienced.

The school hopes in such situations that the individual staff member would be able to talk to a member of the senior leadership team in school who can make enquiries into what support may be available for the individual member of staff.

There are many organisations within Cornwall who offer support services to individuals on a range of very sensitive issues e.g. Domestic Abuse, Sexual Abuse (current and historic) drug and alcohol misuse, mental health. More information can be accessed via MARU or the Early Help Hub.

**In addition the member of staff should be able to access support through:**

- **Their own GP.**
- **The Samaritans Telephone: 116 123**
- **NSPCC HELPLINE Telephone: 0808 800 5000 (not just there for children)**

The DSL and Safeguarding Governor will take responsibility for updating this policy and informing, all staff and the Governing Body of key changes.

## **Appendix A: Signs and Indicators of Abuse**

A more comprehensive list will be considered within staff training however this will give staff some indication of what to look out for.

Although these signs do not necessarily indicate that a child has been abused, they may help staff recognise that something is wrong.

If you have any concerns you must pass these to your DSL immediately.

### **Physical Abuse**

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. Occasionally a 'pattern' may be seen e.g. fingertip or hand mark. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

#### **The physical signs of abuse may include:**

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Burns- shape of burn, uncommon sites, friction burn

#### **Changes in behaviour that can also indicate physical abuse:**

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

### **Neglect**

It can be difficult to recognise neglect, however its effects can be long term and damaging for children.

It is also impossible to recognize that aspects of neglect can be very subjective. We may need to challenge ourselves and others and remember that people can have different values and

that there will be differences in how children are cared for which may be based on faith or cultural issues that are different to ours.

In respecting these differences we must not be afraid to raise our concerns if we believe the care being given to the child may be impacting on its safety and welfare.

**The physical signs of neglect may include:**

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight (obesity may be a neglect issue as well).
- Inappropriate or dirty clothing.

**Neglect may be indicated by changes in behaviour which may include:**

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments

**Emotional Abuse**

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive (also known as faltering growth) and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

**Changes in behaviour which can indicate emotional abuse include:**

- Neurotic/anxious behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Development delay in terms of emotional progress.
- Overreaction to mistakes.

**Sexual Abuse**

It is recognised that there is underreporting of sexual abuse within the family. All Staff and Governors should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All Staff and Governors should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

**The physical signs of sexual abuse may include:**

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Stomach pains.
- Discomfort when walking or sitting down.

**Changes in behaviour which can also indicate sexual abuse include:**

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about
- Acting in a sexually explicit way towards adults.

**Note:** A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

**Child Sexual Exploitation (CSE)**

Many aspects of CSE take place online so it may be difficult to identify this within school. The behaviours also need to be considered within the context of the child's age and stage of development. As they get older this may be more difficult to identify. However, abuse indicators may include:

- Children talking about having lots of 'friends' online whom when asked they do not know personally
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Talking about physically meeting up with someone they met online
- Posting lots of images of themselves online
- Going missing

- Talking about friendships with older young people/adults
- Engagement with offending
- Exclusion or unexplained absences from school
- Isolation from peers/social network
- Frequently in the company of older people – association with 'risky' adults
- Accepting lifts or being picked up in vehicles
- Physical injury without plausible explanation
- No parental supervision/monitoring of online activity
- Poor school attendance
- Secretive behaviour
- Self-harm or significant changes in emotional well-being
- Concerning use of internet or other social media
- Returning home late
- Chronic tiredness.

### **Female Genital Mutilation (FGM)**

Although situations of FGM may be unusual it is important that you do not assume it could not happen here. 8-15 year old girls are the most vulnerable.

#### **Indicators may include:**

- Days absent from school
- Not participating in physical education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
- Parents from a country who are known to practice FGM.

### **Appendix B: Dealing with a Disclosure of Abuse**

It is extremely important that if a child discloses that you know what to do. This will be explained by the DSL/DDSL during induction and will form a key part of any safeguarding training undertaken within school. These are the key principles:

#### **If:**

- A child or young person discloses abuse, or
- You suspect a child may have been abused, or
- You witness an abusive situation involving another professional.

#### **You RECORD AND REPORT:**

- Respond without showing any signs of disquiet, anxiety or shock.
- Enquire casually about how an injury was sustained or why a child appears upset.
- Confidentiality must never be promised to children, young people, or adults in this situation.

- Observe carefully the demeanor or behaviour of the child.
- Record in detail what has been seen and heard in the child's own words (after you have spoken to them, not during a disclosure).
- Do not interrogate or enter into detailed investigations: rather, encourage the child to say what she/he wants until enough information is gained to decide whether or not a referral is appropriate.
- Ensure if the child is complaining of being hurt/unwell this is reported immediately

Asking questions is fine to help understand what the issue is BUT you must ensure the questions are open and give the child the ability to clarify.

- It is important NOT to ask leading questions e.g. Did ----- Was it -----?.
- It is important to know when to stop asking questions and listen.
- It is important not to interrogate.

### **Types of Questions you can ask: TED**

Can you **tell** me?

Can you **explain** ?

Can you **describe** ?

Remember you are only clarifying with the child if something concerning did happen or could have happened from the information they give you.

Then report to your DSL or DDSL immediately. **If they are not available contact MARU.**

### **Staff MUST NOT**

- Investigate suspected/alleged abuse themselves;
- Evaluate the grounds for concern;
- Seek or wait for proof;
- Discuss the matter with anyone other than the designated staff or MARU
- Speak to the parents until you have had a conversation with your DSL/MARU
- Ask the child to repeat the information to anyone including the DSL/DDSL
- Promise to keep it a secret.

### **APPENDIX C: Procedures if an allegation is made against a schools staff member (including volunteers and governors).**

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. There are very clear procedures that are there to protect children but also to ensure as much protection as possible against a potential false allegation involving a member of staff.

Any allegations should be reported to the head teacher regardless as to whether they are the designated safeguarding lead as they are ultimately responsible for all staff within the school.

If the allegation concerns the head teacher, then the Chair of Governors or the Chair of the Trust should be informed immediately.

In all situations there should be a discussion with the Local Authority Designated Officer (LADO) or if they are not available then MARU can be contacted for advice and guidance. If

they feel a referral should be made then they will advise you to complete the appropriate referral form. Please follow the link to:

<http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/policies-procedures-and-referrals/>

This should then be sent in via MARU

If you receive a disclosure, about an adult colleague, it is important to reassure the child that what she/he says will be taken very seriously and everything possible done to help.

## **Appendix D: Key Roles and Responsibilities**

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

The school follows the guidance within Annex B: KCSIE which includes:

- Being a central point of contact for all staff
- Confident in knowing what to do and where to go if you have concerns
- Ensure records are kept up to date, safely and securely
- That all staff are aware of their safeguarding responsibilities
- Be the initial point of contact for external agencies in relation to safeguarding issues
- Promote awareness of safeguarding in relation to the children, all staff, the governing body and parents

### **Deputy Designated Safeguarding Lead (DDSL):**

As above. They will be trained to the same level of the DSL.

They should be a permanent member of staff

If you are a large school you may have more than one DDSL. If this is the case ensure that there is excellent communication between the Safeguarding team within the school and that all records are kept centrally and available to be accessed by the designated safeguarding staff.

### **Governing Body**

You should adapt to meet the requirements of your own governance but ensure you are still meeting the requirements of Part 2 of KCSIE (September 2019) this includes:

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements; this includes assisting the DSL with the S175/157 safeguarding self-assessment on an annual basis
- That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Cornwall
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding and this person has received appropriate training for their role. They should not be a member of staff within the school as this could lead to a possible conflict of interest and they need to act as the schools 'critical friend'.

- Safeguarding Governors should not act in the role of DSL or DDSL. No member of the governing body should be given confidential information about any child or family in school unless the permission of the family has been given to share the information or it is on the advice of the LADO. All reports involving any information about children for governor meetings and briefings should be anonymised.
- The designated safeguarding governor visits the school regularly to review safeguarding within the school and includes within visits regular discussions with children
- Ensuring that we have a DSL for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in the school. The number of DDSL's needs to be sufficient in number depending upon the size and demands of the school.
- That the DSL/DDSL are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that this is updated with certified training every two years.
- That a DSL is on the premises and available during school hours, where this is not available there is cover in place. Therefore, ensuring there is cover at all times.
- That we have a nominated link Governor for CIC (Children in Care) and SEND alongside other nominated leads in the School on these issues;
- We have an appointed teacher who is responsible for Children in Care who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and attends regular training and briefings in relation to children in care.
- Safeguarding is an agenda item at every full governing body meeting
- That there are procedures in place in handling allegations against Staff, Volunteers and Governors and any concerns staff and volunteers have (including concerns about the school) are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- The governing body have appointed a whistle blowing governor.
- That all Staff, (including volunteers and frequent visitors) who will be working in the school are given a mandatory induction which includes knowledge regarding abuse, neglect, staff code of conduct specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the School's policies and procedures.
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- That all Staff receives the appropriate training which is regularly updated. Safeguarding briefings and updates are given to all staff including governors a minimum of yearly.
- To ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum including PSHE.
- We have in place an **Online Safety** Policy equipped to deal with a widening range of issues associated with technology.

- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- That we notify Children's Social Care if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify Children's Social Care if it is thought or known that a child or young person may be privately Fostered.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.
- That all relevant safeguarding policies are reviewed on a regular basis (safeguarding policy should be annually) and that all legislative changes as well as changes to mandatory national guidance and local processes are reflected within the relevant policies and procedures within school.

### **Appendix E: Key Messages from Serious Case Reviews (SCR)**

When children die or are seriously injured consideration is given as to whether there needs to be a serious case review (SCR). The purpose is to identify what information we had, what actions were taken, and what if anything we can learn from this that may improve practice in the future.

Messages from serious case reviews nationally and locally are published on a regular basis the following are some of the key messages which from a school perspective we need to be aware of, they include:

- You can never age bruising
- Ensure you observe children as much as you can in natural light if you are concerned about bruising or marks
- If you see an injury to one child always consider the siblings
- Cases where Interpreters/culture/communication/travellers/language/religion were involved
- Parents with a mental health problem/ leaning disability/ stress/postnatal depression
- Where Domestic Abuse is present
- Disguised compliance/resistant families/hard to reach families/professional challenge
- Children with chronic illness/serious health conditions
- Unsupported and socially isolated parents
- Poor information gathering, sharing and recording within schools as well as with other agencies.
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices.

# Crofty Child protection and safeguarding: COVID-19 addendum

Rosemellin Primary School

<b>Approved by:</b>	Simon Hague (CEO)	<b>Date:</b> 3/4/20
<b>Last reviewed on:</b>	28/5/20	
<b>Next review due by:</b>	5/5/20	

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## 1. Scope and definitions

This addendum applies during the period of school closure and reopening due to COVID-19, and reflects updated advice from our 3 local safeguarding partners – the local authority, the clinical commissioning group and the chief officer of police for Cornwall and the Isles of Scilly.

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, the safeguarding of all children at our school whether they are currently at home or in attendance here or elsewhere – continues to be our priority. The following fundamental safeguarding principles remain the same:

- 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

- The roles and responsibilities for safeguarding in our school remain in line with our Child Protection Policy. A designated safeguarding lead (DSL) or deputy is available at all times (see section 4 for details of our arrangements). Where our DSL or a deputy DSL cannot be on site, then in addition we will also ensure a senior leader from Crofty Multi Academy Trust takes responsibility for co-ordinating safeguarding on site.

- 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.

All concerns will be reported using the normal process of MyConcern

All staff to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners.

We aim to have a trained DSL or deputy DSL on site wherever possible.

If our DSL (or deputy) can't be in school, they can be contacted remotely by email and/or telephone.

If our DSL (or deputy) is unavailable, a member of the senior leadership will take responsibility for co-ordinating safeguarding on site/off site. This might include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required liaising with children's social

workers where they require access to children in need and/or to carry out statutory assessments at the school.

We will keep all school staff and volunteers informed of any changes to who the DSL/DDSL/Senior leader responsible for safeguarding is and how to contact them. This information will be emailed to staff and can also be located on the school staffroom safeguarding information board.

We will ensure that DSLs (and deputies)/senior leaders, 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 the DSL can:

- 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:

- Our 3 local safeguarding partners

- 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

### Children who remain at home due to partial school closure

During this period of partial school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance for this group of pupils.

The school will however continue to monitor the attendance of each child on the school learning platform and where a child has not been active on the platform/ or where there has been no contact with the family for 10 school days the DSL/Senior Leader will telephone the parent/carer to ensure the child is well. If contact however cannot be made a referral will be made by the DSL/Senior Leader to the LA. The school will continue to attempt to make contact until they have been instructed otherwise by the LA.

The exception to this is where the family are considered vulnerable for example, Child in Need, Child Protection Plans, Special Guardianship, Early support, EHC plans . In these cases, where there are or have been safeguarding concerns. See appendix 1 (Crofty MAT Safeguarding Procedures 2/4/20).

### Children who have returned to school

Vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to nursery, early years and school provision where this would now be appropriate for them to do so. The school and other relevant partners will work with and support the relevant families and pupils to return to school where attendance is appropriate. A brief summary of attendance expectations across the different groups of vulnerable children is as follows:

- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on [households with possible coronavirus infection](#) and [shielding and protecting people defined on medical grounds as clinically extremely vulnerable](#))
- for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, following [risk assessment](#), that their needs can be as safely or more safely met in the educational environment
- for vulnerable children who are deemed otherwise vulnerable, at the school attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on [households with possible coronavirus infection](#) and [shielding and protecting people defined on medical grounds as clinically extremely vulnerable](#))

The school will continue to notify social workers where children with a social worker do not attend. We will also follow up with any parent or carer whose child has been expected to attend and doesn't. To support this we will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

For those pupils not defined as 'vulnerable' normal attendance procedures will be followed in line with the school's attendance policy however during the partial closure parents and carers will not be penalised if their child does not attend educational provision. Normal safeguarding practices, as defined within the school's safeguarding policy will be followed.

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

## 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 and follow Croftly MAT's Whistleblowing policy which can be located on the school website.

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. 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 10.1 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

They won't be attending school as the parent/carer feels anxious about sending their child to school due to Covid 19.

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 as necessary and in agreement with social care.

If we can't make contact, we will contact and inform the allocated social worker (if they are unavailable we will contact the duty social worker, then MARU or the police to ask for a welfare visit to be undertaken).

## 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.

## 11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing Staff and Volunteer Code of Conduct Policy and Acceptable Use Policy.

All online communication between pupils and staff/volunteers will be carried out only through the use of school means of communication e.g. school learning platforms. Personal emails or social media accounts may not be used to communicate in any way with pupils.

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.

Children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school the school has also signposted children to age appropriate practical support from the likes of:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

## 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

We know that parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. We therefore emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

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

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet Matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

The government has also provided:

- [support for parents and carers to keep children safe from online harms](#), includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- [support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls

## 12. Mental health

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

- Ensuring all pupils remaining at home have the option to contact a trusted member of staff via the school learning platform.
- Ensuring all pupils within school have the option to contact a trusted member of staff within school via Class Dojo.
- Contact information for Childline displayed on all school learning platforms and within school bubbles.

- Where possible members of the school pastoral staff maintaining links/communication with children they have worked with/are currently working with in relation to mental health support and guidance. Consider how this will be maintained if those staff have not returned but the pupil has.

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.

Staff have received training to support returning pupils and know that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where we have children of critical workers and vulnerable children on site, staff will ensure appropriate support is in place for them and a programme of lessons to support pupils' mental health have been planned and will be delivered over the first few weeks of pupils returning.

## **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. These checks will be undertaken by Crofty MAT School Improvement Officer.

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.

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

Location of safeguarding board within the setting and key information

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. Only staff and volunteers entered on Crofty MAT schools' single central records will be used.

## **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) 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 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 3-4 weeks by Nicola Furnish (MAT Safeguarding Lead) At every review, it will be approved by the MAT School Improvement Officer and Chief Executive Officer.

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

This policy links to the following policies and procedures:

- Child protection policy

- Staff Volunteer code of conduct

- Acceptable use policy

- Health and safety policy

- Online safety policy

- Whistleblowing policy

- Peer on Peer Abuse Policy

- Anti-bullying Policy

- School Behaviour Policy

Appendix 1.

**Crofty Safeguarding Procedures for pupils remaining at home (2/4/20 and updated 28/5/20)**

As a minimum ensure the following is carried out to enable all schools to keep track of the children remaining at home in relation to safeguarding:

**Children on Child Protection Plans**

DSL to be in touch with these families every other day Monday – Friday. If possible try and talk to the children e.g. ‘we are missing him/her, I would really value being able to say a little hello’.

If you can’t talk to the child(ren) then listen to the background noise. Can you hear the child(ren)?

Log all calls made and the outcomes of calls. This should be recorded on MyConcern/Cpoms.

On the day you call, if you cannot make contact email/phone the allocated social worker and inform them. If you get no reply from the social worker within 24hrs call children’s social care and inform the duty social worker of the situation, if there is no duty social worker call MARU or the police for a welfare visit to be made.

**Children on Child in Need Plans**

DSL to be in touch with these families every week Monday – Friday. If possible try and talk to the child(ren) e.g. ‘We are missing him/her, I would really value being able to say a little hello’.

If you can’t talk to the child(ren) then listen to the background noise. Can you hear the children?

You need to be logging all calls made and outcomes of calls. This should be recorded on MyConcern/Cpoms.

If you cannot make contact within the week email/phone the allocated family support worker and inform them. If you get no reply within 24hrs call children's social care and inform the duty social worker of the situation if there is no duty social worker call MARU or the police for a welfare visit to be made.

**Families where there are other Safeguarding Concerns/Vulnerabilities**

DSL to be in touch with these families every week Monday – Friday. If possible try and talk to the children e.g. 'We are missing him, I would really value being able to say a little hello'.

If you can't talk to the children then listen to the background noise. Can you hear the children?

You need to be logging all calls made and outcomes of calls. This should be recorded on MyConcern/Cpoms.

If you cannot make contact within 10 days week report them as a CME.

**All Other Children**

We have a responsibility to ensure that there has been some contact with every child every ten days. This could be online learning contact from your staff. Ask your staff to inform the DSL at the end of every other week any children that they have had no contact from.

The DSL/pastoral team will then phone the child's parent to ensure they are okay. If they still have no contact then the DSL needs to report this to the LA.

**If you feel a child is at immediate risk of harm or need advice call MARU 03001231116 out of hours 012082151300**