



## **King's Cliffe Endowed Primary School.**

### **Safeguarding/Child Protection Policy**

#### **Policy Review**

This policy will be reviewed in full by the Strategic Committee on an annual basis.

The policy was last reviewed and agreed by the Governing Body on 30<sup>th</sup> September 2020.

It is due for review 09/2021 (up to 12 months from the above date).

Signature

Date 30.9.20

Head Teacher

Signature

Date 30.9.20

Chair of Governors

#### **1. INTRODUCTION**

King's Cliffe Endowed Primary School is dedicated to safeguarding and promoting the welfare of its pupils. It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring this. All members of staff are expected to be aware of and follow the Safeguarding procedures. In particular they need to be aware of their duty to report concerns, the guidance for identifying child abuse, what to do if a child makes an allegation of child abuse and issues about confidentiality.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Staff and volunteers at King's Cliffe Endowed Primary School form part of a wider safeguarding system for children. The school is committed to working with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

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

In particular this policy should be read in conjunction with the following policies

- Anti-bullying
- PSHE/RSHE
- Drugs
- Confidentiality
- Behaviour (including physical intervention)
- Attendance
- SEN
- Health and safety
- First Aid
- Safer recruitment
- Managing allegations
- Acceptable Use and E-safety
- Looked After Children
- Attendance
- Code of Conduct (for Adults)
- Whistleblowing

**Purpose of a Child Protection Policy**

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.  
To enable everyone to have a clear understanding of how these responsibilities should be carried out.

**Northamptonshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures**

The school follows the procedures established by the Northamptonshire Safeguarding Children Board; a guide to procedure and practice for all agencies in Northamptonshire working with children and their families:  
[www.northamptonshirescb.org.uk](http://www.northamptonshirescb.org.uk)

**School Staff & Volunteers**

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.  
All school staff and volunteers will receive safeguarding children training, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. This training is refreshed annually.

Temporary staff will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead (DSL).

New staff, volunteers and Governors will be expected to read this policy as part of their induction process, in conjunction with Part One of Keeping Children Safe in Education (Sept 2020), including Annex A.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## **Mission Statement**

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

We recognise that peer on peer abuse in any form is not acceptable and will not be tolerated or passed off. Support will be offered to any victims.

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

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

Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.

Include opportunities in the PSHE/SMSC curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Contribute to the five outcomes which are key to children's wellbeing:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

## **Implementation, Monitoring and Review of the Child Protection Policy**

The policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the DSL and through staff performance measures.

## **2. STATUTORY FRAMEWORK**

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

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Northamptonshire Safeguarding Children Board Procedures Manual

- The Education (Pupil Information) (England) Regulations 2015
- Working Together to Safeguard Children (July 2018)
- What to do if you're worried a child is being abused (March 2015)
- Information Sharing (July 2018)
- The Prevent Duty (June 2015)
- Northamptonshire Thresholds and Pathways (September 2018)
- Keeping Children Safe in Education (September 2020)

Working Together to Safeguard Children (DfE 2018) requires all schools to follow the procedures for protecting children from abuse which are established by the Northamptonshire Safeguarding Children Board Online Procedures Manual.

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

Keeping Children Safe in Education (DfES 2020) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the Northamptonshire Safeguarding Children Partnership (NSCP).
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A DSL should have responsibility for co-coordinating action within the school and liaising with other agencies
- Staff with designated responsibility for child protection should receive appropriate training
- Schools have a responsibility to provide a safe environment in which children can learn.
- In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about children.
- If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**

### 3. THE DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL and their deputies are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns.

The Designated Safeguarding Lead for Child Protection in this school is:

NAME: **Mrs Lynda Bowyer**

CONTACT: (In School) **01780 470259**

(Out of School)- [head@kingscliffe.northants-ecl.gov.uk](mailto:head@kingscliffe.northants-ecl.gov.uk)

A Deputy DSL is appointed to act in the absence/unavailability of the DSL. Deputy DSLs are trained to the same standards as the DSL and the role should be explicit in their job description.

The Deputy Designated Safeguarding Lead (DDSL) for Child Protection in this school is:

NAME: **Mrs Barbara Yeo**

CONTACT: (In School)- **01780 470259**

(Out of School)- [Barbara.yeo@kingscliffeschool.co.uk](mailto:Barbara.yeo@kingscliffeschool.co.uk)

It is the role of the DSL and DDSL for Child Protection to:

The DSL role is set out in full in KCSIE 2020 Annex B and this should be explicit in the DSL's job description. They should be a senior member of staff on the school's leadership team and take lead responsibility for safeguarding and child protection (including online safety). They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

The DSL and Deputy (if appropriate) will:

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel panel through the universal referral form where there is a radicalisation concern as required
- Support staff who make referrals to the Channel panel
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required (the guidance [NPCC- When to call the police](#) should help DSLs understand when they should consider calling the police and what to expect when they do.)
- If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves
- Access a range of advice to help them identify children in need of additional mental health support

Work with others

- Act as a point of contact with the three safeguarding partners
- Liaise with the Headteacher or principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- For Looked-After children have available the details of the child's social worker and the name of the virtual school head in the authority that looks after the child
- Liaise with staff on matters of safety and safeguarding (including online and digital safety,) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for staff
- Hold information on which children have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes

#### Undertake training

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should provide them with a good understanding of their own role and the process, procedures and responsibilities of other agencies, particularly children's social care and should be updated at least every two years.
- Undertake Prevent awareness training
  - Refresh their knowledge and skills (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments and news at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).
- Are able to keep detailed, accurate, secure written records of concerns and referrals;

- Understand and support the school or college with regards to the requirements of the Prevent duty, including online safety and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation and be confident and have the capacity to support SEND children to stay safe online.

#### Raise Awareness

- Ensure the school's child protection policies are known, understood and used appropriately.
- Ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and staff regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

#### Child protection records

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools should ensure that key staff such as DSLs and SENCOs are aware as required. This includes in year transfers.

- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- Ensure that CP records are retained for an appropriate length of time and the school has regard to any other requirement requiring specific retention periods. The current requirement under IICSA (Independent Inquiry into Child Sex Abuse) is that records of child sex abuse should be retained for the period of the inquiry.
- Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is stored securely in school in line with school's data storage arrangements.
- Ensure that the worker from Children First Northamptonshire is informed where the child leaves the school.
- [NCC Elective Home Education Policy and Procedures](#) can be accessed for further guidance

#### Availability

- During term time always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable
- It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities
- It is a matter for individual schools and colleges as to whether they choose to have one or more deputy DSL(s). Any deputies should be trained to the same standard as the DSL.
- Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the DSL. This responsibility should not be delegated.

## 4. THE GOVERNING BODY

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that the board level safeguarding lead will sit at governing body level and that a nominated governor for child protection is appointed to take lead responsibility.

The nominated governor for child protection is:

NAME: **Jim Gilbey**

CONTACT: (Via School) **01780 470259**

In particular the Governing Body must ensure:



- Child protection policy and procedures, which includes the roles and responsibilities set out in Keeping Children Safe in Education (Sept 2018) Part 2
- Safe recruitment procedures
- Appointment of a DSL who is a senior member of school leadership team
- Relevant safeguarding children training for school staff/volunteers is attended. This includes training that allows the DSL to recognise the additional risks that children with SEN and disabilities (SEND) face online.
- Safe management of allegations
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- A member of the Governing Body (in this case the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged
- Complete annual audit of Safeguarding policies and procedures.
- Ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2018*. This includes providing a co-ordinated offer of early help when needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

## 5. SCHOOL PROCEDURES - STAFF RESPONSIBILITIES

If staff members have any concerns about a child they should act **immediately**, as information sharing is vital to good safeguarding. Where possible, there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Northamptonshire Safeguarding Children Board.

If deemed appropriate, the member of staff must record information on a 'Cause for Concern' Form (located in the staffroom) regarding their concerns, on the same day. The recording must be a clear, precise, factual account of the observations and include the date and time.

Assessments of children should consider the wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. The schools should provide as much contextual information as possible as part of the referral process. Further information can be found here:

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

The DSL will take the lead on early help cases. The DSL will decide whether the concerns should

be referred to NSCP Initial Contact Team (MASH team), within 1 working day. If it is decided to make a referral this will be discussed with the parents, unless to do so would place the child at further risk of harm.

**Please see:**

- ❖ **Appendix 1 - Flow chart on actions to follow**
- ❖ **Appendix 2 – Indicators of harm and types of abuse**
- ❖ **Appendix 3 to 3.3 – Recording forms**
- ❖ **Appendix 4 – Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child**
- ❖ **Appendix 5 – Process for dealing with allegations against staff (including Head Teacher), volunteers and governors**

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

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

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

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Where appropriate, please also refer the Children with Medical Needs policy and Administration of Medication Policy.

The school should hold more than one emergency contact for each pupil.

### Site Security

Members of staff have security passes to enter and exit the premises. All other visitors must report to reception and sign in and out when leaving.

Volunteers who will be working with children, must provide proof of identification and DBS check where required.

All visitors must be made aware of the school DSL and Safeguarding Statement.

The gate is opened and closed by a member of staff, who monitors access to the school.

### Use of 'reasonable force'

There may be circumstances when it is appropriate for staff to use reasonable force to safeguard children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight to prevent violence or injury.

‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When considering the use of reasonable force towards children with SEND or medical conditions, the risks should be carefully considered. Individual behaviour plans and other forms of proactive behaviour support can reduce the need for reasonable force.

## 6. WHEN TO BE CONCERNED

This guidance is intended to help all professionals who come into contact with children. It should not be used as a comprehensive guide, nor does the presence of one or more factors prove that a child has been abused, but it may however indicate that further enquiries should be made.

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 1 for details**.

A child going missing from an education setting is a potential indicator of abuse and neglect.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of ‘boundaries’, lack stranger awareness
- Appear wary of adults and display ‘frozen watchfulness’

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be

perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

### **Peer on Peer Abuse**

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

Staff should recognise that children are capable of abusing their peers. Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". It should be clear as to how victims of peer on peer abuse will be supported. *Keeping Children Safe in Education 2020*.

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

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

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/sexual assaults, sexting, domestic abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence,<sup>8</sup> such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

Guidance on responding to and managing sexting incidents can be found at:

<https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>

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

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate.
- Have relevant policies in place (e.g. behaviour policy).

See also Para 87 - 90 of Keeping Children Safe in Education 2020 'Online Safety'.

### **Child-on-child sexual violence and sexual harassment**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. This part of the policy does not attempt to provide (nor would it be possible to provide) detailed guidance on what to do in any or every particular case.

The school's initial response to a report from a child should be to reassure **all** victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

For further advice please see :

Keeping Children Safe in Education September 2020 Part 5 - Child on child sexual violence and sexual harassment.

### **Serious Violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

If this is suspected then further advice for schools and colleges is provided in the Home Office's "Preventing youth violence and gang involvement" and its "Criminal exploitation of children and vulnerable adults: county lines guidance".

### **Mental Health**

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

## **7. LOOKED AFTER CHILDREN (LAC) including Private Fostering**

The LAC Lead in this school is:

NAME: Mrs Barbara Yeo (Inclusion Lead and DDSL)

In addition to LAC, the Inclusion Lead/DDSL also has a responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Staff should understand that LAC and previously LAC remain vulnerable. When dealing with LAC and previously LAC, all agencies should work together to take prompt action to safeguard them.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that the staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that the 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 should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The DDSL should have details of the child's social worker, or personal advisor for care leavers, and the name of the virtual school head in the authority that looks after the child\*.

Further and specific guidance can be found:-

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

\*The Children and Families Act 2014 requires local authorities in England to appoint at least one person for the purpose of discharging the local authority's duty to promote the educational achievement of its looked after children or who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. That person (known as the virtual school head) must be an officer employed by the authority or another local authority in England.

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

➤ They won't be attending school (for example in a local lockdown during Covid)

or

➤ They would usually attend but have to self-isolate

Each child has an individual plan, which sets out [adapt the following points to reflect your own arrangements]:

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

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

If we cannot make contact, we will inform the child's social care or the police.

Private Fostering is when a child is looked after for 28 days or more by someone who is not a close relative, guardian or person with responsibility. As professionals it is our responsibility to ensure that Children's Services are made aware of any private fostering arrangements. For more information please visit:-

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/adoption-fostering/fostering/Pages/private-fostering.aspx>

## **8. Children with Special Educational Needs and Disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges when recognising the signs of abuse and neglect. This can include:-

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

## **9. DEALING WITH A DISCLOSURE**

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality.
- Reassure him or her that what has happened is not his or her fault

- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Senior Person without delay

### **Support**

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

## **10. CONFIDENTIALITY**

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

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

## **11. COMMUNICATION WITH PARENTS**

This school will:

Undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child at further risk of harm.

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.



## **12. RECORD KEEPING**

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

- Make full factual notes as soon as possible after the conversation. Use the school record of concern sheet wherever possible (located in the staff room).
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.

The DSL will ensure that all safeguarding records kept locked away apart from the child's educational record and are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

## **13. SAFER RECRUITMENT**

The school adheres to NCC guidance on safer recruitment.

Criminal record checks (DBS), barred list checks and prohibition checks (where relevant), together with references, and interview information will be completed on all prospective employees. In addition, any information about past disciplinary action or allegations that has been disclosed should be considered as part of the suitability assessment.

In addition, the school should contact TRA Teacher Services to check if a proposed governor is barred as a result of being subject to a section 128 direction (provided that 'children's workforce independent schools' is specified in the parameters for the barred list check).

DBS checks, including the section 128 check, will be renewed every 3 years for all existing members of staff and Governing Body.

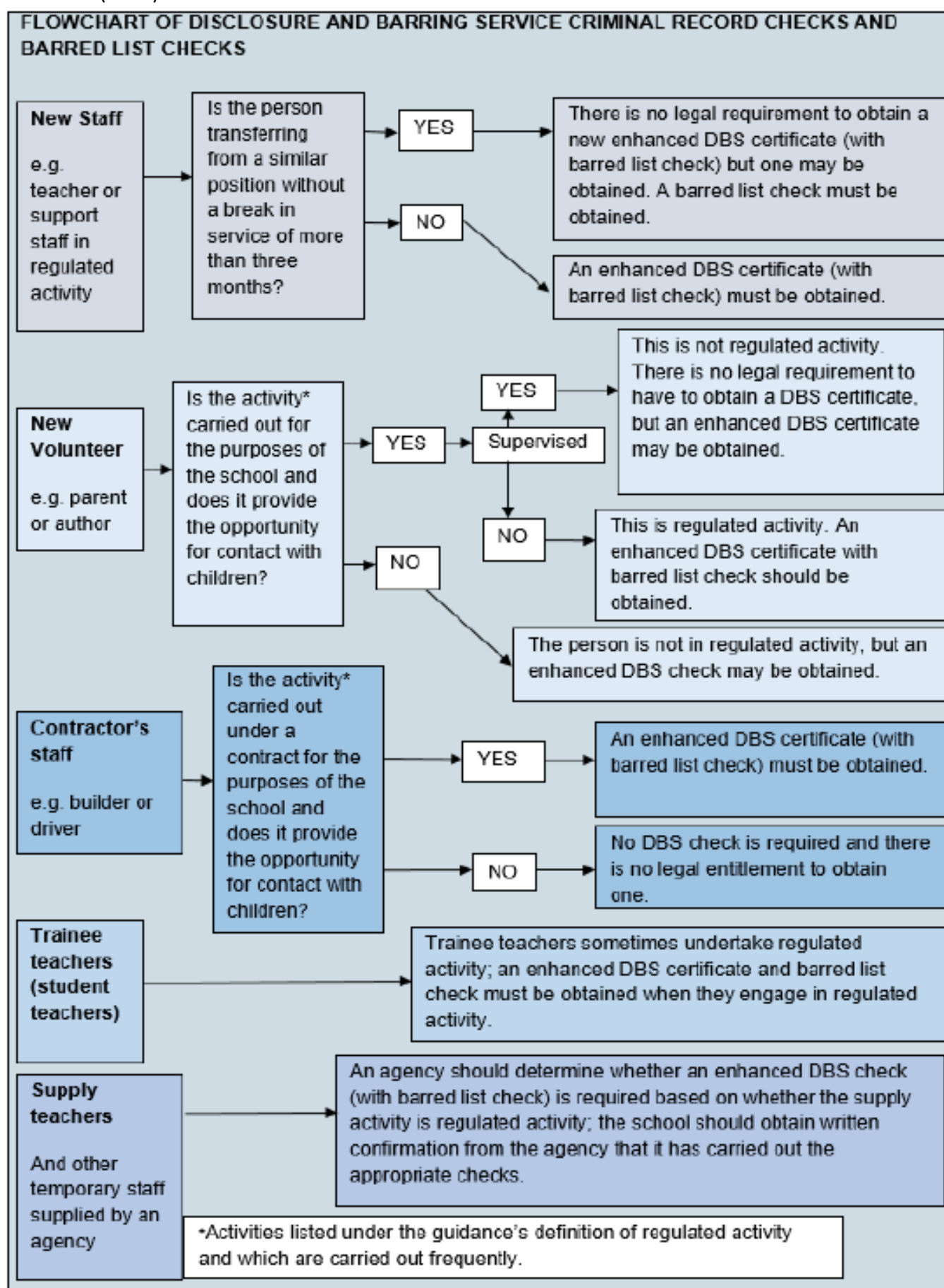
Employees must show their DBS certificate before beginning their appointment.

The Teacher Service's system should be used to verify any award of QTS and the completion of an induction/probation.

Where a school places a pupil with an alternative provision provider, they remain responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. The provider should provide written confirmation that appropriate safeguarding checks have been carried out on those working at the establishment.

If a Homestay is being considered, please refer to Keeping Children Safe in Education 2018 Annex E.

For Further Guidance please see flowchart below and Part 3 of Keeping Children Safe in Education (2020).



## 14. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

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

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates he or she **may** pose a risk of harm to children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*' (June 2019).

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

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

If the concerns are about the Head Teacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is:

NAME:	CONTACT NUMBER:
<u>Suzie Julien</u>	<u>07711 802322</u>

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME:	CONTACT NUMBER:
<u>Richard Luff</u>	<u>07930 127812</u>

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

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Designated Officer (formally LADO) by emailing [MASH@northamptonshire.gcsx.gov.uk](mailto:MASH@northamptonshire.gcsx.gov.uk) or calling:

Out of Hours service  
NSPCC Whistleblowing Helpline

01604 626938  
0800 028 0285

- Referrals to the Designated Officer must be made within 24 hours of the incident.
- The Designated Officer has 3-5 working days and where a Designated Officer strategy meeting is appropriate, the Designated Officer will arrange the initial meeting to include the employer and relevant multi-agency partners.
- Allegations should be resolved within three months.
- \* Reporting restrictions only apply to teachers in schools.

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

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with NSCP Child Protection Online Procedures Manual

[http://northamptonshirescb.proceduresonline.com/p\\_alleg\\_against\\_staff.html](http://northamptonshirescb.proceduresonline.com/p_alleg_against_staff.html)

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

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

For further information see:

Keeping Children Safe in Education Sept 2020 Part 4

NSCP Child Protection Online Procedures Manual

[http://northamptonshirescb.proceduresonline.com/p\\_alleg\\_against\\_staff.html](http://northamptonshirescb.proceduresonline.com/p_alleg_against_staff.html)

## 15. CHILD PROTECTION IN THE CURRICULUM

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education (PSHE) and SMSC (Spiritual, Moral, Social & Cultural Development) discusses relevant issues with the children. Topics include themes such as Drugs, Healthy Living, Relationships and Keeping Safe. Children are encouraged to explore and discuss these issues. British Values are covered on a fortnightly basis and inform assemblies and lessons across the curriculum. Regular visitors for assemblies include the local PCSO, Parish Reverend and NSPCC themed days focusing on safeguarding issues.

Online safety is visited termly with the children and an annual Online Safety policy is shared with parents.

The following resources to support schools with online safety are:

- Education for a Connected World framework from the UK Council for Child Internet Safety (UKCCIS)
- Guidance from the PSHE Association
- Be Internet Legends by Parent Zone and Google

Secondly, the curriculum is designed so that safety issues within subjects are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times appropriate staffing levels and agreed pupil/adult ratios are maintained. Appropriate systems that monitor and filter are in place for all online activity.

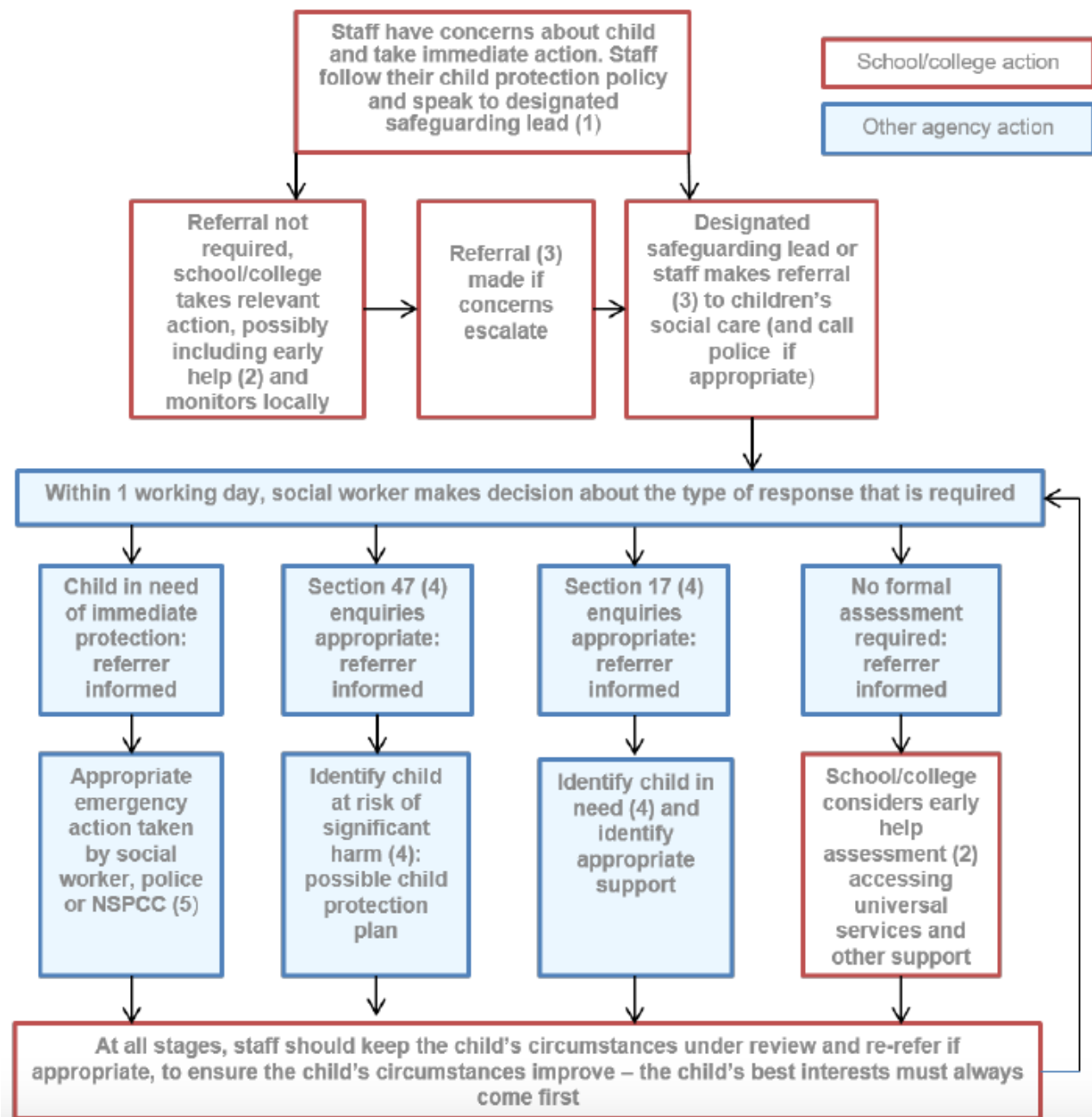
For all educational visits, residential and other outdoor activities the lead adult writes and carries out a full risk assessment. All trips are finally authorised by the Head teacher.( See Educational Visits Policy) Children partaking in activities outside the school grounds wear identification bracelets for the duration of the activity.

## **16. CORONAVIRUS**

Child protection during the COVID-19 measures – PLEASE SEE APPENDIX 6.

## **APPENDIX 1 – ACTION FLOW CHART**

## Actions where there are concerns about a child



- (1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

## APPENDIX 2 – INDICATORS OF HARM AND TYPES OF ABUSE

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

Staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, and serious youth violence). This is known as 'Extra Familial Harm'.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities,

encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Ref : <http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-partnership/publications/neglect-toolkit/>

### Specific safeguarding issues

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Any form of peer on peer abuse is unacceptable and will not be tolerated.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites. In addition the NSCP online procedures manual should be used:

<http://northamptonshirescb.proceduresonline.com/>

- [bullying including cyberbullying](#)
- [children missing education](#) – and Annex A\*
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – and Annex A\* and NSCP Toolkit\*\*
- \* children and the court system – Annex A
- \* children with family members in prison – Annex A
- \* county lines – Annex A
- [domestic abuse](#) - and Annex A
- [drugs](#)
- \* extra familial harm
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – and Annex A\*
- [forced marriage](#)- and Annex A\*
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [hate](#)
- \* [homelessness](#) – Annex A
- [honour based abuse](#) – and Annex A\*
- [mental health](#)



- [missing children and adults strategy](#)
- [private fostering](#)
- [preventing radicalisation](#) – and Annex A\*
- [relationship abuse](#)
- [sexting](#)
- [trafficking](#)

\*Annex A of [Keeping Children Safe in Education \(2020\)](#) contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read the annex.

\*\*<http://www.northamptonshirescb.org.uk/schools/cse-professionals/tackling-cse-toolkit-schools/>

### **Prevention of children who may be vulnerable to Radicalisation (Prevent Duty)**

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern. Any concerns must be reported to the DSP.

For more details on Prevent Guidance please see:-

<https://www.gov.uk/government/publications/prevent-duty-guidance>

### **Further guidance**

Procedures and guidance for children in specific circumstances is available through the NSCP Child Protection Procedures Manual. For example Children Missing Education, Safeguarding Children from Dangerous Dogs or Children of Parents who Misuse Drugs or Alcohol. A full list can be found using the link below:-

<http://northamptonshirescb.proceduresonline.com/chapters/contents.html>

### **USEFUL LINKS**

#### **Local**

**Northamptonshire Safeguarding Children Partnership (NSCP):**

John Dryden House

8-10 The Lakes

Northampton

NN4 7YD

**01604 364036**

<http://www.northamptonshirescb.org.uk/>

**Thresholds and Pathways** document:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Documents/NSCP%20Thresholds%20Guidance%202018.pdf>

**National**

**National Society for Prevention of Cruelty to Children (NSPCC):**

<https://www.nspcc.org.uk/>

**0808 800 5000**

**Childline:**

<http://www.childline.org.uk/Pages/Home.aspx>

**0800 1111**

**Child Exploitation and Online Protection (CEOP):**

<http://ceop.police.uk/>

**0870 000 3344**

**Appendix 3**

**SAFEGUARDING CHRONOLOGY LOG**

**Child's Name.....**

DATE/TIME/ YEAR	WHO YOU TALKED TO AND WHAT ABOUT e.g. phone call, conversation, observation, meeting	ACTION REQUIRED AND BY WHOM	ACTION COMPLETED	SIGNATURE / PRINT NAME


Appendix 3.1

**SAFEGUARDING CHILDREN IN EDUCATION**

**PUPIL WELFARE - CHILD PROTECTION**

Pupil's Name: \_\_\_\_\_ Form: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Areas of Concern**

Shared with Parent/Carer/Other professional? \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Advice Given /Actions Taken**

Member of Staff: \_\_\_\_\_ Signed: \_\_\_\_\_

Passed to DSL Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Follow Up Actions Taken by DSL**

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Reviewed:**

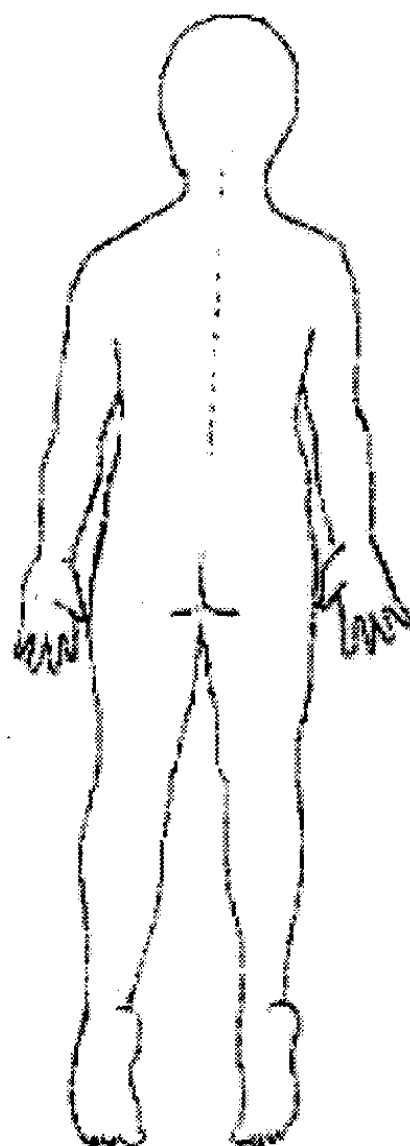
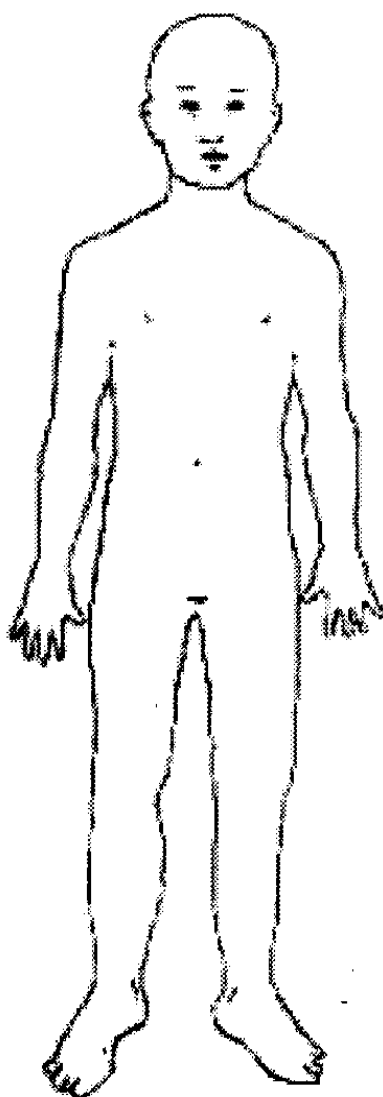
\_\_\_\_\_

## Appendix 3.2

### Body Maps

Child's name.....

Date of Birth.....



## APPENDIX 4 - PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

### Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	

#### **A. General**

- 1) The Northamptonshire Safeguarding Children Board Procedures contains the inter-agency processes, protocols and expectations for safeguarding children. (Available on NSCP website <http://www.northamptonshirescb.org.uk/> ). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and with NCC “Thresholds and Pathways”.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the Multi-Agency Safeguarding Hub particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children’s Social Care will need to be taken.

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

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the DSL in the school.

- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed. The Headteacher will contact the Designated Officer to seek advice.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Local MASH/Designated Officer). See contacts above
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

**C. Designated Safeguarding Lead – Main Procedural Steps**

- 1) Begin a case file for pupils where there are concerns, with an overview chronology, which will hold a record of communications and actions. This must be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Multi-Agency Safeguarding Hub: 0300 126 1000.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the Multi-Agency Safeguarding Hub should be contacted immediately by phone. Written confirmation should follow within 24 hours on the NSCP Agency Referral Form. All other referrals should be made firstly through a telephone conversation with the Multi-Agency Safeguarding Hub and then by following up with the online form, where requested to do so. The Multi-Agency Safeguarding Hub is available for advice on the advice line number given in the contact details above.
- 5) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the Multi-Agency Safeguarding Hub (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the Multi-Agency Safeguarding Hub should be updated and the Police should be contacted immediately.



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

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Relevant documents:

- DfE *"Keeping Children Safe in Education: Statutory guidance for schools and colleges"* – Sept 2018 Part 4.
- NSCP procedures online – Section 5.

**A. Individual Staff/Volunteers/Other Adults who receive the allegation:**

- 1) Write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Report immediately to the Headteacher.
- 3) Pass on the written record.
- 4) If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors (see Whistleblowing Policy). Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Designated Officer by phoning (0300 126 1000) or emailing the MASH team [MASH@northamptonshire.gcsx.gov.uk](mailto:MASH@northamptonshire.gcsx.gov.uk) .)
- 5) If the allegation concerns the conduct of the Chair of Governors follow procedures in the Whistleblowing policy.

**B. Headteacher**

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Before taking further action notify and seek advice from the Designated/Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Ongoing involvement in cases:
  - Liaison with the Designated Officer
  - Co-operation with the investigating agency's enquiries as appropriate.
  - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

**C. Chair of Governors (only relevant in the case of an allegation against the Headteacher)**

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Notify the Designated Officer/Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Ongoing involvement in cases:
  - Liaison with the Designated Officer
  - Co-operation with the investigating agency's enquiries as appropriate.
  - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

**NOTE:** With regards to 'whistleblowing' on a member of staff, headteacher or governor, please refer to the **Whistleblowing Policy**.

**APPENDIX 6 – CHILD PROTECTION DURING THE COVID 19 MEASURES**

**Context**

The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual. Most children are no longer in a school setting and staff numbers have been affected by the outbreak.

Schools have been asked to provide care for children who are vulnerable and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This Annex to our Child Protection policy sets out details of our safeguarding arrangements for:

1. Context
2. Version control and dissemination
3. Safeguarding priority
4. Current school position
5. Safeguarding partners' advice
6. Roles and responsibilities
7. Vulnerable children
8. Increased vulnerability or risk
9. Attendance
10. Reporting concerns about children and staff
11. Safeguarding training and induction
12. Safer recruitment/volunteers and movement of staff
13. Peer on peer abuse
14. Online safety
15. New children at the school

## 16. Supporting children not in school

### Version control and dissemination

This is version 1.0 of this annex. It will be reviewed by our DSL or a deputy DSL on a weekly basis as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the school website here

<https://www.kingscliffeschool.co.uk/page/?title=School+Policies&pid=284> and is made available to staff via the staff shared drive.

We will ensure that on any given day all staff and volunteers in attendance will be aware of who the DSL and deputy DSLs are and how staff and volunteers can speak to them.

### Safeguarding priority

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

- the best interests of children continue to come first
- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available (see below for further information)
- no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online.

### Current school position

*We are providing a skeleton staff to look after children of key workers and vulnerable children with a child protection plan in place. Whenever possible a member of the SLT is present. All staff know how to contact the DSL or DDSL if they have any concerns and they are not on site.*

All staff and volunteers attending on site from outside our school will complete an induction to ensure they are aware of safeguarding risks and know how to act if they have concerns.

### Safeguarding partners' advice

We continue to work closely with our three safeguarding partners, and we will ensure this annex is consistent with any advice they give. This will include expectations for supporting 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.

### Roles and responsibilities

The roles and responsibilities for safeguarding in our school remain in line with our Child Protection Policy.

If possible, our DSL or deputy DSL will be available on site during the school day. Where this is not possible, we will:

- have the trained DSL or deputy DSL available by phone and/or online video; or
- ensure we have access to a trained DSL or deputy DSL from another school or college by phone and/or online video.

When our DSL or deputy DSL is not on site, then in addition to one of the above options we will also ensure a senior leader from the school takes responsibility for co-ordinating safeguarding on site.

### **Vulnerable children**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans.

Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. Where a parent does not want their child to attend school, and their child is considered vulnerable, we will discuss this with the social worker and explore the reasons for this directly with the parent.

Those with an EHC plan will be risk-assessed in consultation with the local authority and parents to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. All KCEPS children with EHC plans can safely remain at home.

We will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Senior leaders in our school, especially the DSL and DDSL know who our most vulnerable children are, and they have the flexibility to offer a place to those on the edge of receiving children's social care support.

We will continue to work with children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

### **Increased vulnerability or risk**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils' work where they are at home. Where we are providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them.

Our staff and volunteers will be aware of the mental health of **children** and their **parents and carers** and will contact the DSL or a deputy if they have any concerns.

## **Attendance**

Where a child is expected but does not arrive at school, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made, the DSL or a deputy DSL will be informed.

The DSL or a deputy will attempt to contact the parents through various methods, such as telephone or FaceTime, or by contacting a relative in the first instance. If contact cannot be made, or if the DSL or a deputy DSL deems it necessary, we will undertake a home visit, or ask an appropriate agency to do so. A risk assessment will be carried out before any such visit is made to ensure staff and the family are not put at risk.

Where a vulnerable child does not take up their place, we will notify their social worker.

## **Reporting concerns about children or staff**

The importance of all staff and volunteers acting immediately on any safeguarding concerns remains. Staff and volunteers will continue to follow our Child Protection procedures and advise the DSL of any concerns they have about any child, including those who are not attending school.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff or volunteers. As such, it remains extremely important that any allegations of abuse made against staff or volunteers attending our school are dealt with thoroughly and efficiently and in accordance with our Allegations Against Staff Policy.

## **Staff training and induction**

For the duration of the COVID-19 measures, our DSL and deputy DSL are unlikely to receive their refresher training. In line with government guidance, our trained DSLs and deputy DSLs will be classed as trained even if they cannot receive this training.

All current school staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education. When new staff are recruited or volunteers join us, they will receive a safeguarding induction in accordance with our Child Protection Policy.

If staff from another setting attend the school site then, in line with government guidance, we will not undertake any additional safeguarding checks if the setting providing those staff confirm that:

- the individual has been subject to an enhanced DBS and children's barred list check and, that in the opinion of that setting, nothing resulted from those checks that provided any caused for concern
- there are no safeguarding investigations into the conduct of that individual
- the individual remains suitable to work with children.

## **Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff, we will continue to follow our Safer Recruitment policy.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

For volunteers we will continue to follow the checking and risk assessment process set out in paragraphs 167 to 172 of Keeping Children Safe in Education 2020. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to engage in regulated activity.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness *[insert link]*.

### **Peer on peer abuse**

We recognise that children can abuse their peers and our staff are clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures.

Our staff will remain vigilant to the [signs of peer-on-peer abuse](#) and will follow the process set out in our Child Protection Policy, which can be accessed through our website.

### **Online safety**

It is likely that children will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguarding and support children.

Our staff will follow the process for online safety set out in our Child Protection Policy.

Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this annex and report that concern to the DSL or to a deputy DSL.

### **New children at the school**

Children may join our school from other settings. When they do, we will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join us, but it will be especially important where children are vulnerable.

For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum we will seek access to that child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is).

Ideally this will happen before a child arrives but where that is not possible it will happen as soon as reasonably practicable.

Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between the Special Educational Needs Co-ordinator – Barbara Yeo with oversight of SEND provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case our school senior leaders will take responsibility.

The DSL will undertake a risk assessment based on the information received, considering how risks will be managed and which staff need to know the information.

### **Supporting children not in school**

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive additional pastoral support in school, they will ensure that a communication plan is in place to support that child. Details of that plan will be recorded in the safeguarding file for that child. It will be reviewed regularly to ensure it remains current during these measures.

Each teacher has a list of children that the team have highlighted as needing to be kept in contact with. The teachers are available to Face Time every day and if they have not heard from those families during the week they will contact them by phone. If the teacher is struggling to make contact they will pass this onto the DSL or DDSL, who will chase and if necessary visit the family home (completing a risk assessment first).