

SEAHAVEN ACADEMY

Child Protection & Safeguarding Policy

Updated: September 2019

Next Review: September 2020

(Policy agreed by LGB)

Date of last central office review:	July 2019	Review Period:	1 year (minimum)
Date of next central office review:	September 2019	Owner:	
Date of next school level review:	September 2019		
Type of policy:	United Learning Policy	Local Governing Body	Recommends school policy for Group Board approval
		Group Board:	Group Board approves United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Annually
Policy tailored by individual schools	September 2019
Policy ratified by Local Governing Bodies	September 2019
Policy approved by the Group Board	[● INSERT]
Implementation of Group Policy	September 2019

UNITED LEARNING TRUST

Seahaven Academy

September 2019

CHILD PROTECTION AND SAFEGUARDING
POLICY

KEY EXTERNAL CONTACT DETAILS

Local Authority Designated Officer	Amanda Glover TEL: 07825 782793 EMAIL: amanda.glover@eastsussex.gov.uk
Local Authority Children's Social Services	TEL: 01323 464222 EMAIL: 0-19.SPOA@eastsussex.gov.uk OUT OF HOURS EMERGENCY DUTY TEAM TEL: 01273 335906 or 01273 335905
Multi-Agency Safeguarding Hub	TEL: 01323 747373 EMAIL: DatEast@eastsussex.gov.uk
Support and Advice about Extremism	Police Police Naomi Watkinson TEL: 07788 566585 EMERGENCY: 999 NON EMERGENCY NUMBER: 101 EMAIL: naomi.watkinson@sussex.pnn.police.uk Local Authority Lucy Spencer/SPOA TEL: 01323 464222 EMAIL: lucy.spencer@eastsussex.gov.uk /0-19.SPOA@eastsussex.gov.uk Department for Education NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk
NSPCC's what you can do to report abuse dedicated helpline	ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: dbsdispatch@dbs.gsi.gov.uk

Teaching Regulation Agency	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk

KEY SCHOOL CONTACT DETAILS

United Learning Trust (ULT)	<p>Chair of ULT Richard Greenhalgh EMAIL: company.secretary@unitedlearning.org.uk</p> <p>Head of Safeguarding Darren Ellison-Lee, Director of Primary Education EMAIL: Darran.Ellison-Lee@unitedlearning.org.uk</p> <p>Regional Director (United Learning) Jan Shaddick EMAIL: jan.shaddick@unitedlearning.org.uk</p>
Local Governing Body (LGB)	<p>Chair of LGB Stuart Ford TEL: 01273 517601 EMAIL: fords@seahavenacademy.org.uk</p> <p>Nominated Safeguarding Governor of LGB Lisa Byrne TEL: 01273 517601 EMAIL: byrnel@seahavenacademy.org.uk</p> <p>Nominated E-Safety Governor of LGB Lisa Byrne TEL: 01273 517601 EMAIL: byrnel@seahavenacademy.org.uk</p>
Designated Safeguarding Lead (DSL) {and Deputy Designed Safeguarding Leads (DDSLs)}	<p>Main DSL for the School Jayne Lewis TEL: 01273 517601 EMAIL: lewisj@seahavenacademy.org.uk</p> <p>Deputy DSL Louise Thomas TEL: 01273 517601 EMAIL: thomasl@seahavenacademy.org.uk</p>

	<p>Designated E-Safety Lead Jayne Lewis TEL: 01273 517601 EMAIL: lewisj@seahavenacademy.org.uk</p>
<p>Designated Teachers for Looked After Children</p>	<p>Johnie Davies TEL: 01273 517601 EMAIL: daviesj@seahavenacademy.org.uk</p>
<p>Head/Principal</p>	<p>Sarah Pringle TEL: 01273 517601 EMAIL: s.pringle@seahavenacademy.org.uk</p>

POLICY STATEMENT

This policy applies to Seahaven Academy. United Learning Trust requires the School’s Local Governing Body to review and update this policy annually (as a minimum). This policy is available on the School website. This policy is ratified annually by the United Learning Group Board.

This policy has regard to the following guidance and advice:

- Keeping Children Safe in Education (September 2019) (*‘KCSIE’*)
 - Disqualification under the Childcare Act 2006 (July 2018)
 - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
 - Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- Working Together to Safeguard Children (July 2018)
 - Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
 - The Prevent Duty: Departmental advice for schools and childminders (June 2015)
 - The use of social media for on-line radicalisation (July 2015)

This policy also takes into account the procedures and practice of East Sussex LA and the published safeguarding arrangements set out by the local safeguarding partners.

CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the student and take action to enable all students to achieve the best outcomes. Safeguarding and promoting the welfare of children is **everyone’s** responsibility. Everyone has a role to play in identifying concerns, sharing information and taking prompt action in accordance with this policy.

The School has arrangements for listening to children and providing early help and processes for children to raise concerns about themselves or their peers. Young people are able to talk to trusted adults in the pastoral team and in the wider school or use a web based communication system called

'Rub it out' to contact the safeguarding team. The 'Rub it out' link is on the school website and as a short cut on desktops within the school. Children with known additional needs have key workers and the SEND team have a box for students to anonymously post concerns. Students meet with their tutors every day and have access, through the pastoral team, to the school counsellor and the school nurse.

Staff should expect to support social workers and other agencies following any referral.

Definitions of Safeguarding and Types and Signs of Abuse

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

Abuse is 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). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear an allegation or concern of abuse or neglect from a child or any third party, they must follow the relevant procedure below. All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain to the child that staff will only share the information with those who need to know to help the child. All staff should explain next steps and who the information will be passed to}.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing on CPOMs. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. Where a report includes online elements, staff are reminded not to view or forward any illegal images of a child but note what has been reported.

Where there is a safeguarding concern, the School will ensure the student's wishes and feelings are taken into account wherever possible and will work with them (and their families where appropriate) when determining what action to take and what services to provide. This is particularly important in the context of harmful sexual behaviours, such as sexual harassment and violence. The School manages this by providing regular opportunities for young people to express their views and give feedback with either a member of the safeguarding team or a key worker in the case of students with communications difficulties or vulnerabilities. Safeguarding information will often be special category personal data and the School will have due regard to its data protection obligations when sharing such data. Whilst the School aims to get consent to share information, relevant personal information may be shared without consent if there is a lawful basis to do so such as where a child's safety may be at risk. This is because the Data Protection Act 2018 includes 'safeguarding children and individuals at risk' as a condition that allows information to be shared without consent. Any decision to share or withhold information will be recorded together with the reasons for it and who the information has been given to. The School operates its processes with the best interests of the student at their heart.

What staff should do if they have concerns about a child

If staff (including governors, agency staff and volunteers) have any concerns about a child's welfare they should act immediately and should speak with the School's DSL or DDSL. If, in exceptional circumstances, the DSL or DDSL is not available, this should not delay appropriate action being taken and staff should consider speaking to a member of the senior leadership team and/or take advice from SPOA. In these circumstances, any action taken should be shared with the DSL or DDSL as soon as is practically possible.

The DSL will consider the appropriate action to take in accordance with the threshold document published by the School's local safeguarding partners. Options will include:

- managing any support for the child internally via the School's own pastoral support processes;
- making an early help assessment; or
- making a referral for statutory services.

If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should consider following local escalation procedures to ensure their concerns have been addressed and to ensure that the child's situation improves.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

Early Help

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

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

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a student may benefit from early help should discuss this with the School's DSL or DDSL. If early help is appropriate, the DSL will generally lead on liaising with relevant agencies and setting up inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under constant review and consideration given to a referral to children's social care if the student's situation does not appear to be improving or is getting worse.

What staff should do if a child is suffering, or is likely to suffer from harm

If staff (including governors, agency staff and volunteers) believe that a child is suffering, or is likely to suffer from harm, or is in immediate danger it is important that an **immediate** referral to SPOA (and/or the Police if appropriate) is made in accordance with the East Sussex SPOA referral process. Anyone can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The East Sussex Local Safeguarding Children Board local arrangements are available to view at this location:

<https://sussexchildprotection.procedures.org.uk/>.

[For students in alternative provisions, or offsite provisions the DSL at that provision may speak to the DSL or DDSL in order to make appropriate referrals as outlined above.](#)

What staff should do if a child is seen as at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism staff should contact SPOA or 999 in the case of an emergency. Advice and support can also be sought from SPOA even if a referral is not being made.

The School, in recognition that students may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation ('FGM')

All staff should speak to the DSL or DDSL about any concerns about FGM. Teaching staff have a separate duty to report to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. All staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect or discover that a student may be at risk of FGM.

What staff should do if a child goes missing from education

Children who go missing from education, particularly on repeat occasions, is a potential indicator of a range of safeguarding possibilities. The School's procedures for unauthorised absence and for dealing with children who go missing from education are outlined in the school's Attendance Policy and CME Policy which are both available on the website. Further detail can also be found at Appendix 1 of this policy.

The School will report to ESBAS a student who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

What staff should do if they have concerns about another staff member (including volunteers)

If staff have safeguarding concerns, or an allegation is made about another staff member posing a risk of harm to children, then this should be referred to the Head. Where there are concerns/allegations about the Head, this should be referred to the Chair of the LGB and Head of Safeguarding. In the event of concerns/allegations of abuse being made, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and United Learning Guidance on Dealing with Allegations of Abuse against Teachers and Other Staff (available on the United Learning Hub).

What staff should do if they have concerns about safeguarding practices in the school

Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, these should be raised in accordance with the School's whistleblowing procedures which can be found on the school website. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School, feel that their genuine concerns are not being (or have not been) addressed or are concerned about the way a concern is being handled, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

Safeguarding issues can manifest themselves via peer-on-peer abuse. Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). The School recognises the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be "victims" and boys "perpetrators") and that it can manifest itself in many ways and can include (but is not limited to) sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment.

Peer-on-peer abuse can be associated with factors outside the School and can occur online and offline and between children of any age or gender. The School therefore takes a contextual safeguarding approach to managing peer-on-peer abuse.

Peer-on-peer abuse is abuse and is never acceptable. It should never be passed off or dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys".

The School takes the following steps to minimise the risk of peer-on-peer abuse

- A clear culture of mutual respect
- PSHE lessons focusing on developing healthy relationships
- A range of student leaders focusing on different issues
- A clear and shared Anti Bullying (Safe to Learn) policy
- A strong pastoral team with Key workers for students with additional needs or vulnerabilities
- A filtering system for online activity
- A clear supervision policy
- Access to safe spaces and trusted adults

The School's approach to sexting is informed by the guidance for schools published by [UK Council for Child Internet Safety \(UKCCIS\)](#). Staff are also referred to United Learning E-Safety Policy (available on United Learning Hub).

Where an issue of student behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

What to do if staff suspect that a child may be at risk or hears a report of peer-on-peer abuse

The procedures set out below have been developed following consultation and will be reviewed, at least annually, in light of an assessment of the impact and effectiveness of the policy.

In the event of disclosures about peer-on-peer abuse, all children involved will be treated as being at risk and the safeguarding procedures in accordance with this policy will be followed (see '*Procedures for dealing with concerns about a child*'). This means that if a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

All concerns/allegations of peer-on-peer abuse will be handled sensitively, appropriately and promptly and will be investigated including consideration of the wider context in which it may have occurred (as appropriate). The School treats all children involved as being at potential risk and ensures a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it. **Immediate** consideration will therefore be given as to how best to support and protect all children involved/impacted.

The School will take into account the views of the child/children affected. Unless it is considered unsafe to do so, the DSL should discuss the proposed action with the child/children and their parents following appropriate liaison with children's social care. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

All children affected by peer-on-peer abuse will be supported by the DSL or DDSL and a pastoral lead or key worker if appropriate and support from external agencies will be sought, as appropriate. "Victims" will be reassured that they are being taken seriously and that they will be supported and kept safe. The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children.

A student against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from relevant local safeguarding partners on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged "victim" and "perpetrator". If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the relevant local safeguarding partners, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the relevant local safeguarding partners and/ or the Police as appropriate.

Reports concerning harmful sexual behaviour

Where a report concerns an allegation of sexual violence and/or sexual harassment, if possible two members of staff should be present when managing a report (preferably one of them being the DSL or DDSL. The DSL or DDSL should be informed as soon as practically possible if they were not involved in the initial report.

Consideration of safeguarding all those children involved in the safeguarding report will be immediate. Following a report of sexual violence and/or sexual harassment the DSL will therefore consider the appropriate response. This will include:

- The wishes of the victim,
- The nature of the alleged incident,
- The ages of the children involved,
- The developmental stages of the children involved,
- Any power imbalance between the children,
- If the alleged incident is a one-off or sustained pattern,
- Any ongoing risks,
- Other related issues and context.

Any response and action will, as always, have at the centre the best interests of the child. The DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report.

When there has been a report of sexual violence, the DSL (or a deputy DSL) should make an immediate risk and needs assessment in respect of each child affected by the abuse. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the “victim”;
- the alleged “perpetrator”; and
- the other children (and, if appropriate, staff) at the School.

The DSL will consider as part of the School’s response, the context within which such incidents and/or behaviours occur and the importance of anonymity. Risk assessments will be recorded (either written or electronic) and kept under review. The DSL will consider the risks posed to all students and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the “victim” and alleged “perpetrator” and considerations regarding shared classes, sharing school premises and school transport. Any professional risk assessment will inform the School’s approach.

The police may be informed of any harmful sexual behaviours including sexual violence and sexual harassment which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. A report to the police will generally be made in parallel with a referral to children’s social care.

If the DSL decides to make a referral to children’s social care and/or a report to the police against a “victim’s” wishes, the reasons should be explained to the student and appropriate specialist support offered. The DSL or DDSL will also work closely with children’s social care and other agencies are required to ensure any action taken under this policy does not jeopardise any statutory investigation and to discuss how the alleged “perpetrator”, staff, parents and others will be informed of the allegations and what information can be disclosed bearing in mind the need to protect those involved and their anonymity.

Regardless of the outcome of any criminal process, including where a child is subject to bail, the DSL will liaise with the police and children’s social care to ensure the welfare and safety of all children and update the risk assessment and ensure relevant protections and measures are in place for all children.

The School will consider whether disciplinary action may be appropriate for any child/children involved. Before deciding on appropriate action the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child’s behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer-on-peer abuse and the causes of it. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School.

The DSL will ensure that where children move to another educational institution following an incident of peer-on-peer abuse, the new institution is made aware of any ongoing support needs and, where appropriate, any potential risks to other children and staff.

The School recognises that good record-keeping and monitoring of sexual violence and sexual harassment reports is essential and assists the School in meet its Public Sector Equality Duty.

ARRANGEMENTS FOR DEALING WITH CONCERNS/ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS)

The School's procedures for managing concerns/allegations against staff who are currently working in the School follows Department for Education statutory guidance and local safeguarding partners' arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a student, or may have harmed a student;
- Possibly committed a criminal offence against or related to a student; or
- Behaved towards a student in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head. Where the Head is absent or is the subject of the allegation or concern, reports should be made to Chair of the LGB and Head of Safeguarding. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with Chair of the LGB, Head of Safeguarding and designated officer.
2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and *KCSIE* when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
5. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
6. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
7. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a student who made it; or

whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a student.

STAFF BEHAVIOUR POLICY / CODE OF CONDUCT

The School's code of conduct can be found in the staff handbook. The aim of the code of conduct is to provide clear guidance about behaviour and actions so as to not place students or staff at risk of harm or of allegation of harm to a student.

SAFER RECRUITMENT

The School is committed to safer recruitment processes and ongoing safer working practices. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role.

For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. Under no circumstances will an individual commence work unsupervised in sole charge of, or in unaccompanied contact with, children without a cleared DBS check. In this case, the individual will have a separate Barred List check and the School will undertake a written Risk Assessment exercise in relation to the proposed work. All other safeguarding checks will be completed and the individual will be appropriately supervised. Please refer to Section C and Appendix 5 of the 'Safeguarding Children – HR Procedural Guidance' available on the United Learning Hub for further guidance.

Full details of the School's safer recruitment procedures for checking the suitability of staff, members of the School LGB and Trustees of ULT and volunteers to work with children and young people is set out in

- United Learning / the School's Recruitment and Selection Policy;
- United Learning's Safeguarding Children – HR Procedural Guidance;
- United Learning's LGB Handbook; and
- United Learning's guidance: Trustees - Recruitment, Appointment, and Removal Process

These documents are available on the United Learning Hub.}

The School's protocols for ensuring that any visiting speakers, whether invited by staff or students themselves, are suitable and appropriate supervised is set out in the School's Recruitment and Selection Policy.

MANAGEMENT OF SAFEGUARDING

The School's DSL is Jayne Lewis who is a member of the leadership team.

Louise Thomas is the DDSL and the person to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times.

The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, to liaise closely with safeguarding partners (such as children's social care and the police), support staff in carrying out their safeguarding duties children's social care and the police), support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL (and DDSL) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on a response to a safeguarding concern.

The DSL works with the LGB and the nominated safeguarding governor to review and update the School's safeguarding policy. Where a student leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main student file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt. The DSL will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. The School will ensure that key staff, such as the SENCO, are also aware of these arrangements, as required.

The DSL will inform the safeguarding partners of any incident which they think should be considered for a child safeguarding practice review.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in their absence, to a member of the senior management team or directly to local children's services.

The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL and/ or DDSL will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School's arrangements ensure that the DSL or DDSL is always available by phone, and staff are provided with contacts for SPOA and the LADO in order that they can seek advice and make referrals if the need should arise.

Full details of the DSL's role can be found at Annex B of *KCSIE*.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

TRAINING

Induction and training (including online safety) are in line with advice from local safeguarding partners.

All Staff

All new staff will be provided with induction training that includes:

- the child protection policy, including information about the identity and role of the DSL and DDSL
- the behaviour policy
- the safeguarding response to children who go missing from education
- the staff code of conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/student relationships and communications including the use of social media
- a copy of Part 1 of *KCSIE*
- School leaders and staff who work directly with children will also be required to read Annex A of *KCSIE*

Induction training usually takes place prior to staff commencing work, including Channel training and other relevant online training programmes around current safeguarding issues including FGM and CCE/County Lines. Copies of the above documents are provided to all 'staff' during induction. On appointment and as part of United Learning Annual Declaration, all staff will receive and sign the up to date versions of the Staff Student Relationship Letter and Acceptable Use Declaration. The staff code of conduct can be found in the staff handbook which is available on the school network.

Temporary staff and visitors are provided with Guidance for visitors and made aware of our processes from reporting concerns and volunteers are provided with copies of the Safeguarding Policy and procedures. They are also included in any safeguarding training that takes place during their time in the school.

All staff are also required to:

- Read Part One of *KCSIE* and confirm that they have done so via a signed form. Each time Part One of *KCSIE* is updated by the Department for Education, staff will be updated on the changes via email, staff bulletin, staff meetings and additional training as required.
- Understand key information contained in Part One of *KCSIE*. The School will ensure staff understanding by providing electronic and hard copies of Part one and Annexe A, providing training and opportunities for discussion.
- Receive training in safeguarding and child protection regularly, in line with advice from the local safeguarding partners. Training will include online safety and harmful sexual behaviours including sexual violence and sexual harassment between children. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help. All staff will also be made aware of the local early help process and understand their role in it.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, emails, staff bulletins and staff meetings.

DSL(s)

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, supporting SEND children particularly when online, overseeing

online safety in school, record keeping and promoting a culture of listening to children, training in the LCSB approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of *KCS/E*.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role through online and face to face courses and attendance at the UL and LA conferences and network meetings.

The DDSL is trained to the same level as the DSL.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Sarah Squire is the board-level lead designated to take a lead in relation to responsibility for the Trust's safeguarding arrangements. Lisa Byrne is the LGB lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The School draws on the expertise of staff, including the DSL(s), in shaping the School's safeguarding arrangements and policies

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching children how to keep safe

The LGB ensures that all students are taught about safeguarding, including online, through the curriculum, Relationships and Sex Education and Health Education and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching students about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. It will also include teaching students, for example about healthy relationships, consent and that sexual violence and sexual harassment is always wrong.

The School recognises the additional risks that children with SEND face online and works with the Network Manager and the SENCO to ensure that additional support and measures are in place to support these children. Online safety is an integral part of the School's IT curriculum for all pupils and is taught in an age appropriate way relevant to pupils' lives. It is also embedded in PSHE and Relationships and Sex Education. Pupils will be taught what positive, healthy and respectful online relationships look like; the effects of their online actions on others; how to recognise and display respectful behaviour online; how to use technology safely, responsibly and securely; and where to go for help and support when they have concerns.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's systems are Smoothwall and Net

Support. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in United Learning E-Safety Policy (available on the United Learning Hub) and in the School's E-Safety Policy which also includes detail on the use of mobile technology in and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

Looked after children (and previously looked after children)

Looked after children (and previously looked after children) are a particularly vulnerable group. The School will ensure that prompt action is taken when necessary to safeguard these children and the LGB ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after (and previously looked after) by a local authority.

Johnnie Davies is the designated member of teaching staff who has responsibility for their welfare and progress and to ensure that the needs identified in personal education plans are met. The School ensures that the designated member of staff receives appropriate training in order to carry out their role and has the information they need in relation to any child's looked after status, their care arrangements (including contact arrangements with birth parents and those with parental responsibility) and details of the child's social worker and virtual school head.

The designated member of staff will also have 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 and will work closely with virtual school heads to promote their educational achievement. The DSL will ensure they have details of the local authority Personal Advisor appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting them.

Use of 'reasonable force'

The School recognises the additional vulnerability when using reasonable force in response to risks presented by incidents involving children with SEND or with medical conditions. The School will consider its duties under the Equality Act 2010 and their Public Sector Equality Duty. Positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers can reduce the occurrence of challenging behaviour and the need to use reasonable force. The School's procedures for use of reasonable force can be found in the Behaviour Policy.

Arrangements for Visiting Speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable¹. The School's responsibility to students is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

Use of mobile phones and cameras

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Acceptable Use Policy. Staff are not permitted to use their personal mobile devices or cameras in school, or in alternative settings, on trips and visits or fixtures. Staff who wish to use their personal mobile devices or cameras in school for any other reason must first speak with the Head and the DSL will collaborate to produce a risk assessment. Staff who act in breach of this may be subject to disciplinary action.

All staff are also referred to the United Learning Risk Assessment Policy (available on the United Learning Hub).]

APPENDIX 1 - SIGNS AND TYPES OF ABUSE

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. They can occur from within or outside families, in or out of school, from within peer groups or the wider community and/or online. In most cases, multiple issues will overlap with one another and children can therefore be vulnerable to multiple threats.

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. Staff are referred to DfE guidance Sexual Violence and Sexual Harassment for further information.

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

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.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual

exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence/violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Child Sexual Exploitation (CSE): CSE is a form of sexual abuse. It occurs where an individual or group takes 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. CSE does not always involve physical contact: it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; can still be abuse even if the sexual activity appears consensual; can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both; can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence; may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media); 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; and is typified by some form of power imbalance in favour of those perpetrating the abuse. 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. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

CSE 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, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of drugs trafficking. The DSL or DDSL will consider a referral to the National Referral Mechanism as soon as possible if there are county line concerns, such as a child being a potential victim of modern slavery or human trafficking.

So Called 'Honour Based' Violence: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. It can include multiple perpetrators.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM.

If staff have a concern that a student may be at risk of HBV or has suffered HBV, they should speak to the DSL (or DDSL). As appropriate they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a student is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) teachers should follow the School's local safeguarding procedures, reporting to the DSL and/or directly to SPOA.

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces.

There is no single way of identifying a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through different methods such as online. As with 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. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the DSL or DDSL making a referral to the Channel programme.

Special Educational Needs and/or Disabilities: Students with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Students with SEND are more likely to be abused by their peers. These can include:

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

To address these additional challenges, the School has put in place the following pastoral support measures.

Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Any reports of abuse involving children with SEND will entail close liaison with the DSL or DDSL and named person with oversight for SEN.

Lesbian, Gay, Bi or Trans (LGBT): Children who are LGBT can be targeted by their peers. In some cases, a student who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Children and the court system: Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed, and this will be stressful for them. Making child arrangements following separation can also be stressful and entrench conflict in families. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

Children who go missing from education or school: A child going missing is a potential indicator of a range of safeguarding possibilities, such as abuse or neglect. The School always endeavours to hold more than one emergency contact number for each student so additional options are available to make contact with a responsible adult when a child goes missing is also identified as a welfare and/or safety concern.

Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the School's CME Policy. All unexplained or unauthorised absences will be followed up in accordance with this CME policy.

The School shall inform the local authority of any student who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education;
- and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (and the local authority where the child is normally resident) of any student who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

Action should be taken in accordance with this policy if any absence of a student from the School gives rise to a concern about their welfare.

Children with family members in prison: Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

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

Homelessness: Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The DSL or DDSL will raise/progress any concerns about homelessness with the Local Housing Authority although this does not replace a referral into children's social care where a child has been harmed or is at risk of harm.

Peer on peer abuse: peer on peer abuse can take many forms and can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; up skirting (which is a criminal offence and typically involves taking a picture under a person's clothing without the knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation distress or alarm) ; sexting and initiating/hazing type violence and rituals. Students with SEND and LGBT children are more at risk of peer-on-peer abuse.

Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to
- the standard ordinarily expected;
- physical injuries;
- experiencing difficulties with mental health and/or emotional wellbeing;
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much;
- broader changes in behaviour including alcohol or substance misuse;
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age;
- abusive behaviour towards others.

Sexual violence and sexual harassment, as a type of peer on peer abuse, may overlap and can occur online and offline (both physical and verbal). Sexual violence are sexual offences of rape, assault by

penetration and sexual assault. Sexual harassment is unwanted conduct of a sexual nature and is likely to violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Examples of sexual harassment include sexual comments sexual "jokes" or taunting; physical behaviour such as deliberately brushing against someone; non-consensual sharing of sexual images and sexualised online bullying.

Serious Violence: Indicators that a child may be at risk from, or involved with, serious violent crime includes increased absence from school; change in friendship or relationship with older individuals or groups; a significant decline in performance; signs of self-harm; 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 staff have a concern about a child or a child make a report to the, staff should follow the referral process in this policy. If staff are in any doubt about what to do, they should speak to the DSL or DDSL.

APPENDIX 2 – Meet the Safeguarding Team (Template)

The Designated Safeguarding Lead is:

Jayne Lewis



The Deputy Designated Safeguarding Leads is:

Louise Thomas



Other people in the Safeguarding Team are:

Johnnie Davies



Clare Macey



Sarah Pringle



APPENDIX 3 – Safeguarding Training Log (Template)

Safeguarding Training Log – Academic Year		
Attendees	Type of training provided	Date undertaken
Principal/Head	DSL The Management of H & S Parent Engagement Safer recruitment training Child Neglect FGM Mental Wellbeing in Children and Young People Raising Awareness of Peer on Peer abuse An Introduction to Child Sexual Exploitation Child Protection in Education Equality and Diversity Preventing Bullying The Prevent Duty	2/4/19 13/12/18 19/10/18 Biannually 18/11/18 16/11/18 17/11/18 17/11/18 Nov 17 Nov 17 Nov 17 Nov 17 Nov 17
DSL	Girls On-board Safeguarding Conference Building Digitally Resilient Children Safeguarding Conference DSL Training Child Neglect Mental Wellbeing in children and Young People FGM Raising Awareness of Peer on Peer abuse Safer Recruitment in Education Raising Awareness of Honour based Abuse and Forced Marriage An Introduction to Child Sexual Exploitation Child Protection in Education Equality and Diversity Preventing Bullying The Prevent Duty	13/3/18 17/1/18 12/6/17 6/2/19 19/11/18 20/11/18 25/11/18 25/11/18 25/11/18 25/11/18 Nov 17 Nov 17 Nov 17 Nov 17 Nov 17
DDSL	Mental Health First Aid Training Be strong on line safety Mental health First Aid training Wise up to the boys Outside the box Sexting in schools Consent. Sex and Young People DSL Training Child Neglect Mental Wellbeing in Children & Young People Child Protection in Education	4/7/18 17/4/18 29/1/18 10/1/18 27/11/17 28/4/17 19/10/16 6/2/19 18/11/18 5/11/18 6/11/18

	FGM Prevent Duty Sexual violence and Harassment between Children & Young People Raising Awareness of Peer on Peer Abuse Dealing with Bereavement and Loss An Introduction to Child Sexual Exploitation Child Protection in Education Equality and Diversity Preventing Bullying The Prevent Duty	5/11/18 5/11/18 6/11/18 18/11/18 Nov 17 Nov 17 Nov 17 Nov 17 Nov 17
Senior Leadership Team	Safer recruitment training DSL Training (JLD) Mental health and Wellbeing (JLD) Child Neglect FGM Mental Wellbeing in Children and Young People Raising Awareness of Peer on Peer abuse An Introduction to Child Sexual Exploitation Child Protection in Education Equality and Diversity Preventing Bullying The Prevent Duty	Biannually 10/1/19 4/12/18 Nov 18 Nov 18 Nov 18 Nov 18 Nov 18 Nov 17 Nov 17 Nov 17 Nov 17 Nov 17
Pastoral Leads	Child Neglect FGM Mental Wellbeing in Children and Young People Raising Awareness of Peer on Peer abuse An Introduction to Child Sexual Exploitation Child Protection in Education Equality and Diversity Preventing Bullying The Prevent Duty Girls Understanding Friendship Group (CS) Maps to Manhood (CS)	Nov 18 Nov 18 Nov 18 Nov 18 Nov 17 Nov 17 Nov 17 Nov 17 Nov 17 Nov 17 26/3/18 27/11/17
Whole School	Safeguarding training Child Neglect FGM Mental Wellbeing in Children and Young People Raising Awareness of Peer on Peer abuse An Introduction to Child Sexual Exploitation Child Protection in Education Equality and Diversity	5/9/19 Annually Nov 18 Nov 18 Nov 18 Nov 18 Nov 17 Nov 17 Nov 17

	Preventing Bullying The Prevent Duty	Nov 17 Nov 17
P.E. Staff	Safeguarding training Child Neglect FGM Mental Wellbeing in Children and Young People Raising Awareness of Peer on Peer abuse An Introduction to Child Sexual Exploitation Child Protection in Education Equality and Diversity Preventing Bullying The Prevent Duty Child Protection in Sport & Leisure	5/9/18 Nov 18 Nov 18 Nov 18 Nov 18 Nov 17 Nov 17 Nov 17 Nov 17 Nov 17
Medical Needs Officer	Mental Health First Aid Training First Aid at Work	25/6/18 12/3/18
Paediatric First Aiders		
Health & Safety /COSH	Be Strong on line Safer recruitment training Working Safely IOSH	17/4/18 biannually 21/3/12
EVC	EVC Training	1/5/18
Chair of Governors of LGB	Governor Exclusion training Safeguarding Governor Training Safer Recruitment GDPR Legislation (with Civil Service) H& Safety in Education School Visits Training	(booked for 12.2.19.) 6/12/18 June 2018 During 2018 Nov 2017 2017
Nominated Safeguarding Governor of LGB	Safeguarding Governor training An introduction to Child Sexual Exploitation Child Neglect (11-18 years) FGM First Aid Essentials Online Safety Safeguarding Young People	6/12/18 Jan 2018 Jan 2018 Jan 2018 Jan 2018 Jan 2018 Jan 2018
Local Governing Body (whole board)	Safeguarding Governor Training	6/12/18
Nominated H&S Governor of LGB	Introduction to General Data Protection Regulation Data Protection Equality & Diversity Fire Safety in Education First Aid Essentials Health & Safety in Education Online Safety Prevent Bullying (11-18 years) Safeguarding Young People Safety Recruitment in Education	Jan 2018 Jan 2018 Jan 2018 Jan 2018 Jan 2018 Jan 2018 Jan 2018 Jan 2018 Jan 2018 Jan 2018

	School Exclusions The Prevent Duty SEND Code of Practice (11-18 years)	Jan 2018 Jan 2018 Jan 2018
Agency Staff /Peripatetic		
Volunteers		
Contractors		
Other	Invigilators Safeguarding delivered by DSL	May 2019

APPENDIX 4 – STAFF/STUDENT RELATIONSHIP LETTER AND GUIDANCE NOTES

September 2019

Dear Colleague

Every one of us working within United Learning, whatever our role, is acutely aware that the protection of children is of the highest possible importance. Trust underpins everything that we do in schools. The parents of our pupils entrust the care of their children to us and together we are all responsible for their wellbeing. United Learning also has a responsibility to ensure that those working in our schools are themselves protected - against putting themselves in a vulnerable position and against the possibility of false accusation.

This letter has also been prompted by the isolated actions of a tiny handful of employees who have acted improperly or who have found themselves – or who have put themselves – in a vulnerable position. Increasingly, this is in relation to the inappropriate use of social media. These instances have all led to disciplinary action including in the most serious cases dismissal for gross misconduct. I am writing to every person employed by United Learning to remind us all just how serious these matters are but also to offer some advice as to how to respond in potentially difficult situations.

Heads will discuss this issue with their staff at appropriate times during the school year. This letter reinforces those statements and ensures that no-one associated with our schools is in any doubt that child protection is an issue that must be treated with the utmost seriousness. Acts of child abuse may be blatant and incontrovertible. However, they may also be more subtle.

It must be understood that the following are almost always inappropriate within the professional context of schools and can easily be construed as child abuse in some circumstances:

- touching and physical contact, other than for staff working with very young children in primary or nursery settings, where it is expected that they will have necessary physical contact and display affection to properly fulfil their role to nurture, support and care for those children;
- contact through electronic or digital communications using personal accounts.

Against this background, we must ensure that no situation could arise which is or could reasonably be construed as acting against the safety of each child. This is not always an easy line to draw but crossing that line, or being in a position where it appears that the line has been crossed, is unacceptable. Some adults within the school undertake roles where this is even more important because of the ease with which the proper execution of their duties might be misinterpreted or because the vulnerability of the young people in their care might be more easily exploited. These might include those:

- working in boarding houses or residential situations, including, for example, school trips and excursions;
- whose work requires them to interact in a one to one situation, particularly when that work takes place behind closed doors as is often the case with peripatetic music lessons;
- whose work by its nature requires some physical contact with children, for example, those working with very young children and those involved in the coaching of sport or other practical subjects where a correct technique may need to be demonstrated;
- who have high levels of access to ICT systems and, indeed, all who use the internet, email, text messaging and other forms of electronic communication;
- young employees and workers whose duties require them to work with older pupils (e.g. sixth formers) where the age differential is quite small;
- who work with especially vulnerable children for example those with special educational needs, disabilities, mental illness or those that require intimate care.

Within each school, Head Teachers will issue both verbal and written guidance from time to time and will make available appropriate training to help everyone deal with this difficult issue. A statement of guidance follows this letter. The DfE has published updated guidance for all schools on their duties to safeguard and promote the

wellbeing of children, ['Keeping Children Safe in Education' \(DfE, September 2019\)](#). It is important that you are familiar with this guidance and, as a statutory minimum, have read and can demonstrate your understanding of your responsibilities in relation to Keeping Children Safe in Education Part 1 and Annex A.

Finally, having said all this, it is still important for all of us to retain an appropriate balance. The United Learning Board greatly appreciate the devotion and commitment of all of you who work in our schools. We know that your work is effective because every day you respect and care for children, enjoy their company and celebrate their achievements. The trust placed in us as we guide young people through their formative years is huge; we all need to help each other shoulder this responsibility to the very best of our ability.

Yours sincerely



Jon Coles
Executive
United Learning



Sarah Pringle Chief
Head Teacher
Seahaven Academy

APPENDIX 5 – KEY COVID-19 RELATED CHANGES TO CHILD PROTECTION AND SAFEGUARDING POLICY

All staff to be sent the updated policy by email, staff must then email their line manager to confirm they have read the policy and understand the policy and their role and responsibilities.

UNITED LEARNING TRUST

Seahaven Academy

Tuesday 9th June 2020

CHILD PROTECTION AND SAFEGUARDING POLICY (APPENDIX 5)

CONTECT OF THIS APPENDIX

Schools and colleges will have an effective child protection policy in place reflecting business as usual. The initial Appendix 5 outlined changes to arrangements as a response to Covid-19. The planned return of more children to school is an appropriate time to review/update this Appendix.

The policy continues to have regard to all local and national guidance, advice, procedures and practice as set out in the main body of this policy. It also has regard for relevant Department for Education guidance provided in response to COVID-19.

- **Coronavirus (COVID-19): safeguarding in schools, colleges and other providers**
- **Coronavirus (COVID-19): guidance on vulnerable children and young people**

KEY AREAS

- Vulnerable children
- Local Safeguarding Arrangements
- Attendance monitoring
- Designated Safeguarding Lead – Interim Arrangements
- Reporting a concern
- Safeguarding Training and induction
- Safer recruitment/volunteers and movement of staff
- Online safety in schools and colleges
- Children and online safety away from school and college
- Peer on Peer Abuse
- Children moving schools
- Support from United Learning

VULNERABLE CHILDREN

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

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

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and virtual school heads will continue to work with vulnerable children in this difficult period. The school staff (supported by the DSL or deputy) will continue to work with and support children's social workers, virtual school heads and any other relevant safeguarding and welfare partners to help protect vulnerable children.

To ensure safeguarding and welfare information held on all children (including returning children) remains accurate. The schools will ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.

LOCAL SAFEGUARDING ARRANGEMENTS

Currently local safeguarding arrangements remain consistent with the main body of this policy. We have developed a plan to ensure that we provide consistency of care for young people at our school and this is outlined in the plan added in appendix 6.

ATTENDANCE MONITORING

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, school or college provision where this would now be appropriate for them to do so.

Attendance expectations across the different groups of vulnerable children is as follows:

- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable.
- for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, 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, college or local authority discretion, attendance is expected unless the child/household is shielding or clinically vulnerable.

The School will continue to notify social workers where children with a social worker do not attend. They will also continue to follow up with any parent or carer whose child has been expected to attend and doesn't. To support the above, the school 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.

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

The Schools will resume taking their attendance register from 1 June and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending.

DESIGNATED SAFEGUARDING LEAD – INTERIM ARRANGEMENTS

As more children return, it is expected that schools and colleges will have a trained DSL (or deputy) available on site. However, it is recognised that in exceptional circumstances this may not always be possible, and where this is the case, the school will have the following interim arrangements in place:

- a trained DSL or deputy from the school is available on site every day
- The DSL is available to be contacted via phone, email or Skype when not on site if DDSL needs additional support

If/when a trained DSL or deputy is not on site, in addition to the above arrangements, a member of the senior leadership will take responsibility for coordinating safeguarding on 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.

All school staff will be provided with a copy of the school's interim arrangements, that will include: DSL rota, names of DSLs and contact details.

- Staff have been provided with a pink card with important names and contact details, including DSL, DDSL and SPOA as well as the web address for CPOMs and guidance on reporting concerns
- Staff have been provided with a new printed copy of KCSIE to use for reference
- A plan for monitoring the wellbeing and safety of students during closure period has been circulated (see appendix 6)

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

It is acknowledged by the Department for Education that DSL training is very unlikely to take place during this period. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

DSLs (and deputies) will continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups (E.g. DSL update emails and DSL surgeries

from UL).

Where resources allow DSLs (and deputies) will have more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return.

REPORTING A CONCERN

Where staff have a concern about a child, they should continue to follow the process outlined in the school's Child Protection and Safeguarding Policy, provided they can do this remotely (if required).

If a member of staff is working remotely and cannot report a concern, they should email the Designated Safeguarding Lead via their school email and if unable to do this contact the DSL via phone. This will ensure that the concern is received.

Any concern should be reported immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher or DSL. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email (from school email) to the headteacher or DSL. If the Head Teacher is the subject of the allegation the Head must not be informed of the allegation prior to contact with Chair of the LGB, Head of Safeguarding and designated officer.

If a student or a parent/carer has any concerns as set out above, they should:

Contact the Head, DSL or Chair of LGB; contact details are outlined in the @safeguarding for parents/carers document which has been shared on the website and sent via parent mail to all parents.

SAFEGUARDING TRAINING AND INDUCTION

All existing school staff will already have had safeguarding training and have read part 1 of KCSIE. The important thing for these staff will be awareness of any new local arrangements so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter the school or college, they will be provided with a safeguarding induction. An up to date child protection policy will support this process as will part 1 of KCSIE.

The existing school workforce may move between schools and colleges on a temporary basis in response to COVID-19. The receiving school will judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the school's child protection and safeguarding policy, confirmation of local processes and confirmation of DSL arrangements.

SAFER RECRUITMENT/VOLUNTEER AND MOVEMENT OF STAFF

An addendum has been added to the UL the 'Safeguarding Children HR Procedural Guidance' and should be referred to.

Link: <https://hub.unitedlearning.org.uk/school-support/hr/School%20Policies/United%20Learning%20Safeguarding%20Children%20-%20HR%20Procedural%20Guidance.docx>

ONLINE SAFETY IN SCHOOLS AND COLLEGES

The school will continue to provide a safe environment, including online. The school will ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school IT systems or recommended resources.

CHILDREN AND ONLINE SAFETY AWAY FROM SCHOOL

It is important that all staff who have contact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be reported consistent with the Child Protection and Safeguarding Policy.

Remote/online teaching should follow the same principles as set out in the school's code of conduct.

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

Please note.

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, and the background should contain no personal information.
- Some live classes may be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use agreed platforms.
- Staff should record, the length, time, date and attendance of any sessions held.

The School will be in regular contact with parents and carers and will use these opportunities to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. The school will 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 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 pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded on G4S or CPOMs, as should a record of contact that has been made.

The school recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and

their parents/carers. Staff need to be aware of this in setting expectations of pupils' work where they are at home.

Support for pupils and students in the current circumstances can include existing provision in the school e.g. counselling services (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services.

PEER ON PEER ABUSE

Where the school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection Policy and Safeguarding Policy.

MENTAL HEALTH

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where they have children of critical workers and vulnerable children on site, and/or more children returning to school, the school will ensure appropriate support is in place for them.

CHILDREN MOVING SCHOOLS

It will be important for any school or college whose children are attending another setting to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable. For looked-after children, any change in school should be led and managed by the VSH with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable 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). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs coordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

SUPPORT FROM UNITED LEARNING

United Learning Central Office will provide support and guidance as appropriate via the Safeguarding Lead to enable the DSL to carry out their role effectively.

Appendix to Safeguarding Policy Safeguarding Plan Covid-19 Spring 2020

Safeguarding of young people in our school community is always a priority, but is of particular importance during closure as we have minimal face to face contact with our students. KCSIE is statutory and all staff must read the updated documentation which is shared regarding safeguarding and keep contact details for safeguarding staff close at hand. The following principles underpin the updated safeguarding plan:

- The best interests of children must always continue to come first
- If anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- A DSL or deputy will always be available either on site, or by phone
- Unsuitable people will not allowed to enter the children's workforce and/or gain access to children
- Children will continue to be protected when they are online

Vulnerable Students

CP/CiN

There is an expectation that vulnerable children who have a social worker will attend school, as long as it is safe for them to do so. In circumstances where a parent does not want to bring their child to school, and their child is considered vulnerable, the social worker and school will explore the reasons for this, directly with the parent, and help to resolve any concerns or difficulties wherever possible.

Where parents are concerned about the risk of the child contracting the virus, the school or social worker will talk through these anxieties with the parent following the advice set out by Public Health England.

- Risk Reduction Plans are in place for students identified on the vulnerable list
- Students expected in school are placed on the attendance register- families and social workers contacted if they do not come in.
- The school will consider how to encourage children and young people to attend provision.
- Twice weekly contact is made with families where it is agreed that children will not attend school, this will be logged on CPOMs
- Weekly email contact is made with students by DDSL
- Social workers will remain in contact with vulnerable children and families, including remotely if needed.

LAC

All looked after children have been offered a place in school as part of the support for vulnerable students. The Designated Teacher in the school has been in touch with all carers and social workers to discuss most appropriate provision. Carers liaise with their social worker to decide on an individual basis whether the student should work at home or in school. The following support is in place for all LAC students:

- Daily lessons set to ensure continuity of routine and structured learning
- Weekly email contact with each LAC student from the Designated Teacher
- Weekly phone contact with the foster cares from the Designated Teacher
- Regular updates with each social worker to ensure continuity of care
- Regular updates and liaison with the Virtual School to ensure bespoke provision in place to support students' learning.
- Continued Virtual EPEPs as scheduled where appropriate.

EHCP

All students with EHCPs have been offered a place in school as part of the support for vulnerable students. The SENCO/Assistant SENCO in the school has been in touch with all parents to discuss most appropriate provision and it is a joint decision, made on an individual basis whether the student should work at home or in school. The following support is in place for students with EHCPs:

- Daily lessons set to ensure continuity of routine and structured learning
- Differentiated work packs to ensure learning tasks are accessible – where appropriate.
- Continuation of literacy intervention online – where appropriate.
- Weekly email contact with each EHCP student from SENCO/Assistant SENCO
- Weekly email contact with the parents of students with EHCPs from SENCO/Assistant SENCO
- Continued Annual Reviews as scheduled where appropriate.

Young Carers

It is accepted that many Young Carers will be a position whereby the person whom they care for may be being shielded and therefore will be unable to attend school, however where there is a requirement for a Young Carer to attend school this will be accommodated.

- Young Carers are contacted weekly by the Pastoral Leads – parents/carers by phone and students by email, this is logged on G4S
- Support and signposting for emotional wellbeing is provided by Pastoral Leads
- KSDs monitor and discuss concerns with safeguarding staff

Vulnerable students/families (known)

While the students and families who fall into this category may not be specifically identified for access to school during this time the school has a moral obligation to ensure that those students and families who we support day to day under normal circumstances continue to receive pastoral support as their needs are likely to be more, not less significant during this time.

- Pastoral leaders to make contact weekly
- Support for managing remote learning will be provided
- Support and signposting for wellbeing of student will be provided
- Pastoral lead will ensure that families have received FSM support if applicable
- Guidance and signposting for issues raised by parent/carers will be provided
- Referrals to other agencies will be made if appropriate
- KSDs will monitor and report any concerns to Line managers, or safeguarding as appropriate
- Hard copy work packs can be delivered if needed and appropriate

All students

Safe and Well checks:

The current unprecedented working environment and national situation is likely to raise new challenges for students and families and therefore for staff working to safeguard young people. The school has put in place a number of processes in order to check that our students are safe and well.

Staff may become concerned about a young person either from the tone or content of remote communications by email, Teams etc, or may notice that a student has not submitted work and does not seem to be engaging online.

- Safe and well checks carried out by tutors

- Subject staff will monitor attendance and report weekly any student who has not engaged with work
- All concerns regarding student wellbeing will be recorded all contact on CPOMS
- Pastoral Leads will undertake phone calls with parents for students identified through CPOMS to check that students are safe and well – school phones are provided for this. There is a written Process in place (flowchart) to support PLs.
- In a very limited set of circumstances (for example, where the school has not been able to get through to a parent) it may be appropriate to make contact directly with a pupil using their own mobile phone if there is significant concern. This will be cleared with the DSL and if this is considered necessary, contact must not be 1:1 – two members of staff must be present on the call.
- Home Visits may be made if no contact can be made in order to ascertain that the student is safe and well– 2 members of staff will attend the address, they will travel separately, avoid contact, knock and put a compliment slip through door with pre-written message and will view the young person through windows if possible.
- Referral to Children’s services will be made if required.

Remote online working:

Remote working will mean that a range of platforms may be used to deliver content will be delivered in an ‘asynchronous’ way, this presents a number of new issues and challenges for staff and students. In order to ensure that staff and students are as safe as possible when working remotely the following measures are in place:

- All staff will continue to follow the school’s code of conduct and ICT acceptable use policy.
- Staff will not undertake face to face or live lessons online.
- Students using school laptops have some virus protection
- Resources have been shared with parents/carers and students about using filters and parent controls on devices

Peer on peer abuse and online safety

It is possible that there may be an increase of issues online, students will be reaching out virtually to connect and have social interactions, some of this interaction could be negative or even hurtful. There may be more opportunities for exploitation and sharing of inappropriate images as young people spend more time using computers, and perhaps are being allowed to use devices in bedrooms unmonitored.

- The school will remind students to use the ‘Rub it out’ button on the school website to report issues which will then be followed up by pastoral staff. Parents/cares will be made aware of issues that arise and offered support to monitor the concerns from home.
- Information will be shared with students and parents/carers on the school website to support good online etiquette and signpost to useful resources and sources of help and support.
- Students and Parents/carers will be reminded of the CEOP button on the school website.

Mental Health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Where possible the school will provide support and signposting for help with concerns around mental health.

- Concerns raised by students/parents of a MH nature will be logged on CPOMS
- The pastoral team will continue to work with the counsellor and the EMHP to offer support in appropriate ways to students and families.

Attendance

The DfE has introduced a [daily online attendance form](#) to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the DfE on the number of children taking up places. The DfE shares this information with the LA.

- The school will keep a list of all students expected in school
- The school will make contact with any student who does not arrive when expected in order to ascertain the reason for their non-attendance
- Social workers will be notified if vulnerable students who are expected, do not arrive regardless of contact with parents/carers
- Students will not be allowed to leave before 3pm unless parent/carer has made contact with the office

Using the school as a hub

Should the school make the decision to offer provision for students from other schools then the principles in Keeping children safe in education (KCSIE) and the schools safeguarding policy will apply to those students and any accompanying staff. In particular as we must continue to provide a safe environment, keep children safe and ensure staff and volunteers have been appropriately checked and risk assessments carried out as required. The government have assured schools that further guidance on this kind of cluster working will be provided in due course.

- Any staff/volunteers will be compliant with all safeguarding checks and will be provided with copies of all necessary policies and guidance.
- All visiting staff/new staff or volunteers will undertake the usual safeguarding induction including PREVENT training.
- Contact details for DSL and DDSL will be available and accessible around the building.