

TANKERSLEY ST PETERS C of E (A) PRIMARY SCHOOL

# CHILD PROTECTION AND SAFEGUARDING POLICY



***“A love of learning in a Christian environment”***

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2021

Next review September 2022

## IMPORTANT CONTACTS

ROLE/ORGANISATION	NAME	CONTACT DETAILS
<b>Designated safeguarding lead (DSL)</b>	MRS JAYNE PROCTOR-BLAIN	<a href="mailto:j.proctorblain@Tankersleysp.org.uk">j.proctorblain@Tankersleysp.org.uk</a> Tel: 01226 742357
<b>Deputy DSLs (DSL DEPUTIES)</b>	MRS MELANIE HARTLEY MISS L JOHNSTON	<a href="mailto:l.johnston@Tankersley sp.org.uk">l.johnston@Tankersley sp.org.uk</a> / <a href="mailto:m.hartley@Tankersleysp.org.uk">m.hartley@Tankersleysp.org.uk</a> Tel: 01226742357
<b>Local authority designated officer (LADO)</b>	RUTH HOLMES	01226772341
<b>Chair of governors</b>	COL. GEORGE KILBURN	Tel: 01226 742357
<b>Linked governor for safeguarding</b>	MRS KATHRYN WASDEN	01226 742357
<b>Channel helpline</b>		020 7340 7264
<b>MASH Social Care Screening team - BMBC</b>		01226 772423
<b>PREVENT officer</b>	RAY POWELL	raypowell@barnsley.gov.uk
<b>Mental Health Support team (Compass)</b>		01904 666371
<b>LAC children – Virtual schools</b>	ELIZABETH GIBSON	virtualschool@barnsley.gov.uk elizabethgibson@barnsley.gov.uk

### 1. Legislation and statutory guidance used in this Policy

This policy is based on the Department for Education’s statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of children

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

to safeguard and promote the welfare of children at the school

[The Safeguarding Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children and [Children and Social work Act 2017](#)

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

**Our** safeguarding policy also refers to locally agreed multi-agency procedures that have been put in place by our 3 safeguarding partners and partner board – Police / Education and social care / Health clinical commissioning group. You should adapt this policy where necessary to reflect local procedures.

## 2. Terminology used in this Policy

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

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

**KCSIE - Keeping children safe in education (KCSIE)** is the key document to guide all educational settings in safeguarding children and young people. Authored by the Department for Education (DFE), KCSIE details statutory guidance on safeguarding.

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

**DSL** refers to the designated safeguarding lead at the school ( or the Deputy DSL).

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

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

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

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

**Safeguarding Partners** - The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area
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## 3.Aims

### Safeguarding statement

“Tankersley St Peters St Peters C of E Primary School is committed to safeguarding and promoting the welfare of children and expects all governors, staff, volunteers and visitors to share this commitment. We ensure that children are effectively safeguarded from the potential risk of harm, and that their safety is of the highest priority in all aspects of the school’s work. Our overall aim is that staff, children, parents, visitors and governors feel able to articulate and report any safeguarding concerns comfortably, safe in the knowledge that effective action will be taken as appropriate. Our approach is child-centered and in the best interests of the child.”

*“Safeguarding is Everyone’s Responsibility.”*

As stipulated by the Children Act 1989 (and 2004) as amended by the Children and Social Work Act 2017, the Education Act (2002), the staff at Tankersley St Peters St Peters have a duty to report any concerns that they may have that any child may be at risk from significant harm or may be suffering significant harm, particularly as a consequence of possible abuse. All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. We make it clear that **safeguarding is everyone’s responsibility**. In line with the statutory DfE guidance ‘**Keeping children safe in Education**’ we see safeguarding and promoting the welfare of children as:

- Protecting children from danger, harm or maltreatment;
- Preventing impairment of children’ mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

To fulfil our safeguarding duties, we will:-

- Understand and implement Keeping Children Safe in Education. **Ensure that all adults working in school will read and understand PART 1 and ANNEX B of KCSIE**
- Ensure staff are aware of their statutory responsibilities with respect to safeguarding and school procedures
- Staff are properly trained in the most recent safeguarding updates on recognising and reporting safeguarding issues including areas such as Prevent and radicalization, FGM etc
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Ensure adults working in school act in the best interests of the child when there is a concern about the child.
- Maintain an attitude in school of ‘*it could happen here*’ where safeguarding is concerned.
- Ensure adults working in school know the indicators of abuse and neglect for specific safeguarding issues – such as Peer on peer abuse , child criminal exploitation and child sexual exploitation
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure victims that they are being taken seriously and that they will be supported and Kept safe. Victims will never be made to feel they are creating a problem or ashamed for making a report
- Ensure that children, who have vulnerabilities and/or special needs, are supported appropriately. This could include referral to Early Help services, social care or specialist services if they are a child in need or have been / are at risk of being abused and neglected.
- Provide a rich, broad and informative curriculum in how children are taught about safeguarding issues through PHSE and RSE as well as the wider curriculum, including Anti-bullying, online safety. This will take account of changing trends and reports linked to children’s needs in society at this time.

## 3. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

## 4. Roles and responsibilities

Safeguarding and child protection is **everyone’s** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities. **All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.**

### All staff

**All staff will read and understand part 1 and Annex B of the Department for Education’s statutory safeguarding guidance, Keeping Children Safe in Education 2021**

All staff will be aware of:

- Our systems and policy at Tankersley St Peters St Peters C of E Primary School which support safeguarding
- Other associated policies as listed in this document
- Identity of the designated safeguarding lead (DSL) and deputy DSLs
- Understand how to report a ‘cause for concern’ or ‘safeguarding’ incident and how to use the school CPOMS system to do this.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, including evidence of peer on peer abuse, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, county lines, and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The early help (EH) process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority social care and for statutory assessments that may follow a referral, including the role they might be expected to play

## The designated safeguarding lead (DSL) and Deputy DSL leads

The DSL is a member of the senior leadership team. Our DSL at Tankersley St Peters St Peters Primary School is

- **Mrs Jayne Proctor-Blain (also the headteacher.)**

The DSL takes lead responsibility for child protection and wider safeguarding in the school. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Or by email out of term time. The deputy Safeguarding lead can be contacted out of school hours by email at [j.proctorblain@tankersleysp.org.uk](mailto:j.proctorblain@tankersleysp.org.uk)

When the DSL is absent, the deputy designated safeguarding leads will cover the duties of this role

- **Miss Lorna Johnston (also the Deputy Head) and Mrs Melanie Hartley (also SENCO and EYFS lead)**

If the DSL and DSL DEPUTIES are not available, the deputy head in KS1 **Mrs Sarah Chadburn** will act as cover

The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection. Whilst the activities listed below can be delegated to appropriately trained deputy safeguarding leads, the ultimate lead responsibility should not be delegated.

During school hours, in term time, the DSL or DSL DEPUTIES should always be available. Ideally this should be in person but in certain circumstances they may be available by phone.

### General responsibility of DSL

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

### Raising Awareness/Policies

The DSL / DSL DEPUTIES should:

- Ensure the school safeguarding / child protection policy and procedures are known, understood and used appropriately
- Ensure the policy is reviewed annually, the procedures are reviewed and updated regularly and work with the governing body with regard to this.
- Ensure the policy is available publicly and that parents are aware that referrals to social services may be made
- Link with Barnsley Safeguarding Children's Partnership [ for training opportunities and latest local policy / updates.

### Managing Referrals

The DSL/DSL DEPUTIES should:

- Refer cases of suspected abuse to Social Services.
- Refer cases to the Channel programme where there is a radicalisation concern
- Refer cases where a person is dismissed or left due to risk / harm to Disclosure and Barring Service
- Refer cases where a crime may have been committed to the police Working with others
- Liaise with the Headteacher regarding any issues of ongoing concern
- Liaise with 'case managers' and designated officers at the local authority for child protection / safeguarding concerns which involve a staff member
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral with relevant agencies

- Act as a source of support, expertise and advice to staff
- Ensure a child's safeguarding CP file / information is transferred to a new school as soon as possible. This should be transferred separately to the main file and a receipt should be obtained.

## **Training**

### **The DSL/DSL DEPUTIES should:**

- Attend Initial Advanced Safeguarding Training which should be updated every two years
- Attend Prevent Training and FGM training
- Refresh knowledge and skills regularly e.g. via e-bulletins, meeting other professionals and reading up to date legislation so that they understand the Early Help process
- Have a working knowledge of how the local authority conducts child protection case conferences and reviews and contribute towards these
- Are able to ensure each staff member understands the child protection / safeguarding policy and procedures
- Are alert to specific needs of children in need, those with SEN, disability and young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the school with regard to the prevent duty
- Obtain access to resources and attend relevant training
- Encourage a culture of listening to children and taking account of their wishes and feelings in any measures put into place to protect them

## **The governing body**

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All governors will read the most updated Keeping Children Safe in Education in its entirety.

## **6. Confidentiality**

At Tankersley St Peters we have a robust Data Protection and Confidentiality policy. However, fears about sharing information must NEVER stand in the way of the need to promote the welfare, and protect the safety, of children or to prevent sharing information with the 3 safeguarding partners and other agencies as required.

The school recognises that:

- Timely information sharing is essential to effective safeguarding
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is

not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSLs in school
- Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff

## 7. How to report a safeguarding concern and abuse.

Staff, volunteers and governors **must** follow the procedures set out below in taking action against abuse or alleged abuse of a child and/or cause for concern for a child.

Please also see Local procedures in Appendix 3 of this policy which Set out local BMBC procedures for making a referral, as per the arrangements put in place by the 3 local safeguarding partners.

You can also follow this link to the GOV.UK webpage for reporting child abuse to the BMBC local council:

<https://www.gov.uk/report-child-abuse-to-local-council>

At Tankersley St Peters we use the CPOMS system to record all safeguarding concerns and incidents.

### Action - If a child is suffering or likely to suffer harm, or in immediate danger

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to social care (and if appropriate the police) is made immediately. Please see Figure 1 below

You **must** make a referral to the police **immediately** by calling 999 or 101 and follow up with social care if you believe a child is suffering or likely to suffer from harm, or in immediate danger.

**Anyone can make a referral.** Tell the DSL as soon as possible if you make a referral directly.

Please see additional information in Appendix 3 of the policy regarding managing allegations made against or concerns raised against teachers, including supply teachers, other staff, volunteers and contractors.

### Important numbers to keep available

- **Police – 999 emergency or call 101**
- **MASH and Social Care Screening Team 01226 772423 Emergency Duty Team (after 5pm) 01226 787789**
- **EWO 01226 773545**
- **Barnsley Safeguarding Hub 01226 772400**
- **NSPCC helpline on 0808 800 5000**
- **Local Authority Designated Officer (LADO) - Ruth Holmes 01226 772341**

## Figure 1 - Tankersley St Peters St Peters Procedure if you have concerns about a child's welfare

### If a child discloses to you:-

- Take the child seriously. It is rare for children to make false accusations, particularly of sexual abuse.
- Make time straight away for the child to talk to you privately.
- Stay calm and reassuring
- Explain that you cannot promise to keep secret what the child tells you and that you might need to get someone else to help
- Reassure the child they he/she is not to blame
- Do not interrogate the child; it is not your responsibility to investigate
- Do not ask leading questions e.g. 'Did he hurt you? Ask open questions such as 'Have you anything else to tell me?'
- Reassure the child that they have done the right thing by telling someone
- Ask the child if they have talked to anyone else about it
- Do not make any promises to the child e.g. 'Everything will be alright now.'

If you have a cause for concern about a child or a safeguarding concern in school.

Speak to a member of the Designated Safeguarding Lead (DSL) Team in school immediately

Your DSL at Tankersley St Peters are:-

**Jayne Proctor-Blain Headteacher – Designated Safeguarding Lead**

**Melanie Hartley -SENCO – Deputy Designated Safeguarding Lead**

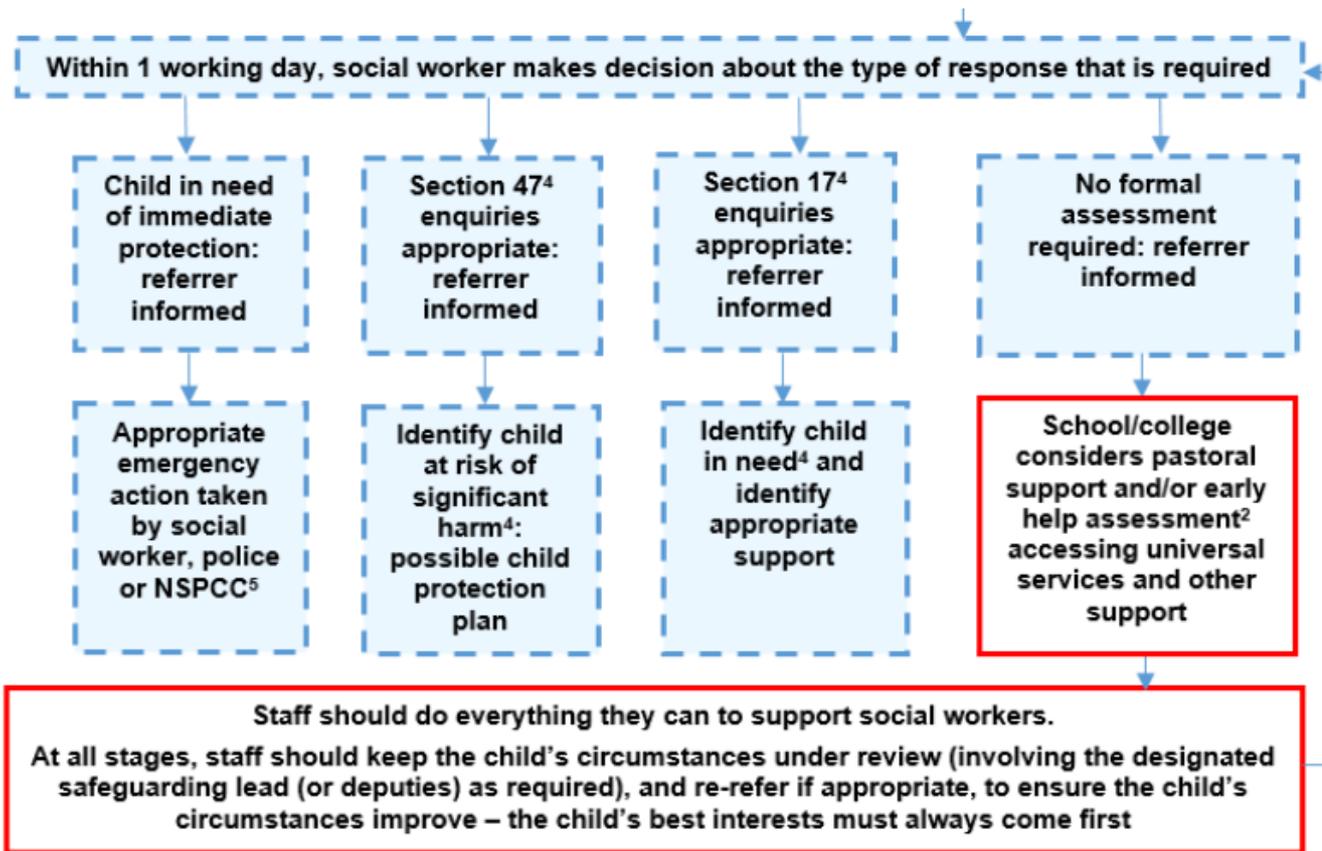
**Lorna Johnston – Deputy Head – Deputy Designated Safeguarding Lead**

**You must record the concern immediately on CPOMS.**

This is the school system for safeguarding management. Keep the information factual (avoid opinion.) AND add any immediate actions taken

**DSL will refer immediately to the POLICE and SOCIAL CARE if the child is in danger or potential danger.**

**If not, school support/ Early Help / Nurture or other intervention may be put in place by the DSL**



### Action – What to do if a child makes a disclosure to you or an allegation of abuse

If a pupil discloses that he/she is suffering harm or an explanation of a physical injury and that someone else has caused it, this is an allegation of abuse.

Any allegation will need to be investigated by Social Care Services and /or the police.

#### What to do:

- Make time straight away for the child to talk to you privately. Request cover from SLT for your class / group if necessary.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner. Reassure the child that they have done the right thing by telling someone
- Ask the child if they have talked to anyone else about it
- Reassure the child they he/she is not to blame
- Stay calm - do not show that you are shocked or upset
- Make it clear that you are taking the child seriously and that they are not creating a problem for you. It is rare for children to make false accusations, particularly of sexual abuse.
- Explain that you cannot promise to keep secret what the child tells you and that you might need to get someone else to help
- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Do not interrogate the child; it is not your responsibility to investigate
- Do not ask leading questions e.g. 'Did he hurt you?' Ask open questions such as 'Have you anything else to tell me?'
- Do not make any promises to the child e.g. 'Everything will be alright now.'
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.

- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so.
- **It is imperative to act immediately. Inform the DSL / DSL DEPUTIES straight away and record the incident in writing on CPOMS. Do not contact anyone with parental responsibility until agreed by the DSL or the investigating agency.**

### Action – What to do if you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

**Any teacher or member of staff** who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth

**MUST immediately report this to the police, personally by ringing 101. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.**

Unless they have been specifically told not to disclose by the police, they should also discuss the case with the DSL and involve children’s social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine children.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

### Action - What to do If a child makes an allegation against a member of staff, including supply agency staff.

The person receiving the allegation will immediately inform the Headteacher who will investigate the claims and take the appropriate actions. If the allegation is against the Headteacher, the Chair of Governors must immediately be informed.

The Headteacher or Chair of the local Governing body should inform the Local Authority Designated Officer (LADO) immediately of all allegations made against members of staff, including supply staff and volunteers (KCSIE 2121, paragraph 74 / Part 4 of document) so that they can agree a course of action: **Local Authority Designated Officer (LADO): Ruth Holmes**

**Please see Appendix 3 for further information on dealing with allegations of abuse against staff**

### Action – What to do if you have a cause for concern about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

It is vital that all causes for concern or safeguarding issues regarding a child are reported immediately.

All concerns must be logged using the school’s secure Child Protection Online Management System (CPOMS) All children in school are registered on this portal including key contact details.

All staff in school have a CPOMS log in to report concerns and incidents involving a child. The CPOMS system will automatically alert the Designated safeguarding lead and deputy leads in school when a concern or incident has been logged. **Staff should never rely on CPOMS for an urgent safeguarding concern. This must be reported directly to the DSL /DSL DEPUTIES as stated above** and then logged as a concern or incident on CPOMS

When staff members cannot access CPOMS or in the case of midday supervisors and volunteers, a **Cause for Concern Form** should be used. Copies of these can be found in the red wall file in the staffroom. The form MUST then be given immediately to the DSL or deputy DSL in school.

Whether recording the information on CPOMS or using the paper Concern form, information must include the pupil's name, class, any relevant dates, any other people who were present, details of the concern, any information disclosed and any actions taken. The record should be dated, with time of the incident / discussion and the time at which it was written included. It should also have the name of the person making the record and a signature (paper version). Paper records should be passed immediately to the DSL or DSL DEPUTIES

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care.

You can also seek advice at any time from the **NSPCC helpline on 0808 800 5000**. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

### **Referrals to agencies outside school**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral

If there is a situation where you have to make a referral directly you must tell the DSL as soon as possible.

The local authority will decide within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded. (See Figure 1)

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Please see Appendix 3 for further details about BMBC referrals.

### **Early help referrals**

If an early help assessment is appropriate following a safeguarding concern then the DSL will generally lead on liaising with other agencies and setting up an Early Help 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 practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

## **Action – What to do if you have concerns about extremism / child at risk of being radicalised**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

**See Appendix 4 for further information about dealing with Radicaliaation**

### Action – What to do if you have a mental health concern

Mental Health is explicitly included in the definition of safeguarding, which now includes *“preventing impairment of children mental and physical health or development”*

Mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only trained professionals should make a diagnosis of mental health problems but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one. Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact and it is key that staff are aware of how these experiences can affect pupil's mental health, behaviour and education.

Staff will act immediately on any mental health concerns that are also at risk of becoming safeguarding concerns, following the school's child protection and safeguarding policy.

Staff at Tankersley St Peters St Peters must be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern for a pupil that is **not** also a safeguarding concern, speak to the DSL and log the concern on CPOMS. The DSL will agree a course of action. This may include nurture support in school. a referral to Mental health specialist team within Barnsley e.g. CAMHS, TADS – Therapy for Anxiety and Depression or Compass

At Tankersley St Peters St Peters we aim to nurture our children through our school vision and aims. We have a strong PHSE and Relationships education and health- RSE education through our 1decision PSHE scheme.

### Action – What to do if you have a concern about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the BMBC procedures set out in Appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale

**See Appendix 3 for further information on dealing with allegations of abuse**

## Action - What to do if there has been an allegation of abuse made by a child against other child – Peer on Peer abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Our overall school aim of Respect for others and tolerance underpins our ethos and we teach children that respect for one another is paramount.

We also are aware that Technology is a significant component in many safeguarding and wellbeing issues and children are at risk of online abuse as well as face to face

Staff are aware that some groups are potentially more at risk; evidence shows that girls, children with SEND and LGBTQ+ children are at greater risk. We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

At Tankersley St Peters St Peters we are committed to assessing the needs of both the victim and the perpetrator(s) of peer on peer abuse. To support our children in Peer on Peer Abuse, we follow the 1Decision PSHE Scheme of Work. Throughout FS2-Y6, this provides sessions relating to healthy relationships and sensitively deals with the idea of consent in age-appropriate ways.

Most cases of children hurting other children will be dealt with under our school’s **Behaviour Policy**, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put children in the school at risk
- Is violent
- Involves children being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes.)

See further information in the policy in Annex 4 about peer-on-peer abuse.

### **Procedures for dealing with allegations of peer-on-peer abuse**

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- The DSL will ensure that the PSHE and RSE curriculum supports any concerns relating to peer on peer abuse which may be a specific issue in school (e.g. online chat groups.)

### **Creating a supportive environment in school and minimising the risk of peer-on-peer abuse**

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

- To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female children, and initiation or hazing type violence with respect to boys
- Ensure our curriculum including RSE helps to educate children about appropriate behaviour and consent
- Ensure children are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
  - How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
  - That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
  - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report.

For example:

- Children can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A member of staff may overhear a conversation
- A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

**See Appendix 4 for further information on dealing with Peer on Peer abuse**

## **Action – What to do if a child has shared inappropriate pictures online -nudes and semi-nudes (‘sexting’)**

### **Your responsibilities when responding to an incident**

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the children involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the children involved (in most cases parents/carers should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

### **Further review by the DSL**

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the children involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents/carers**

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through dialling 101

### **Recording incidents**

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

## Procedures for DSLs following notification of safeguarding concerns and managing allegations of abuse

### What to do when a member of staff relays a suspicion that a pupil may be at risk.

- Ensure there is an appropriate written record of the incident on CPOMS or a CP incident form
- If the child is already known to be on a Child Protection Plan (CP) or is a Child in Need (CIN), then we should be aware of their current situation (e.g. who the Lead Professional and key worker is). Depending on the nature of the suspicion, it may be appropriate to contact the key worker.
- If the child is not on a CP plan, the DSL and DSL DEPUTIES will use their professional judgement in deciding on a course of action. Options include monitoring the situation, speaking to parents/carers, referring to Social Services, referring to other appropriate agencies, such as those offering early help. **All actions must be recorded in CPOMS**
- The DSL/ DSL DEPUTIES will also record all contacts with external agencies in CPOMS linked to the actions

### What to do when a pupil alleges abuse / makes a disclosure to a member of staff

Any allegation made will need to be investigated by one of the statutory agencies.

- Ensure a trusted adult stays with the child
- The DSL/DSL DEPUTIES will make a referral to Social Care as soon as possible. This will be recorded on CPOMS and a timeline of actions logged.
- To make the referral, the following information will be needed:
- Details of child - name, address, date of birth, family doctor, names and addresses of anyone with parental responsibility.
- Details of the concern recorded by the adult- description of injuries/circumstances that are causing concern, details of any explanation or comment from the child or carer.
- Any further background information on the child from CPOMS. If the child is known to be on a Child In Need / Child Protection plan, then the DSL/DSL DEPUTIES will contact the appropriate key work

## Support for our children in Safeguarding

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring children feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will ensure:

- That children know they will be listened to if they have a concern.
- Ensure children are educated about how to keep safe from all types of abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for children
- Make it clear to children that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Children will know how to stay safe in a wider context including online and how to share their concerns through our PSHE (1decision) and RSE curriculum
- Children will be taught about appropriate touching and consent as part of the curriculum

## 8. Online safety and the use of mobile technology Use of Mobile phones and cameras / Photographing and videoing children

Please see our additional policies on [Online Safety](#) and use of [mobile phones](#).

**Our early years policy** also covers the use of mobile phones **and cameras** in your child protection and safeguarding policy (as per paragraph 3.4 of the [Statutory framework for the Early Years Foundation Stage](#))

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of children, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

#### **The 4 key categories of risk online and in use of mobile phone technology**

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

#### **To meet our aims and address the risks above we will:**

Educate children about online safety as part of our curriculum using our 1decision scheme and CEOP website. This includes:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring children are encouraged to do so, including where they are a witness rather than a victim

Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year

Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when children are not present
- Staff will not take pictures or recordings of children on their personal phones or cameras
- Make all children, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a member of staff or pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, children and parents/carers are aware that staff have the power to search children's phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems and network

- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when children are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with children.

**Staff will not take pictures or recordings of children on their personal phones or cameras.**

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. At Tankersley St Peters St Peter's C of E Primary School, we have robust policies on use of media where children are concerned and hold a MEDIA LOG for this purpose.

We understand that parents like to take photos of or video record their children at school events. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. However, we do expect parents to be responsible and not take photographs or moving images of other people's children or upload them to social networking sites.

We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film children during a school activity if consent has not been given by parents on our media log. We will not allow images of children to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. On our MEDIA LOG in school we identify which children have or have not been given permission for the different types of online media.

All staff, volunteers and peripatetic teacher are not allowed to take photos of children using their personal mobile phones. This applies in school or on school trips. School cameras and iPad can be used providing the pupil has appropriate media consent and the IPAD is school password protected.

## 9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so and/or LADO

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

## 10. Children with special educational needs, disabilities or health issues

We recognise that children with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

We offer extra pastoral support for these children. This includes use of School Focused Plans and additional review meetings with parents to support their child's learning, development and welfare in school

## 11. Children with a social worker

Children may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

## 12. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers (stored on child's CPOMS) and relevant virtual school heads

We have appointed a designated teacher, **Mrs Jayne Proctor-Blain (DSL/ Headteacher)** who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school head **Liz Gibson – [l.gibson@barnsley.gov.uk](mailto:l.gibson@barnsley.gov.uk)** to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

## 13. Complaints and concerns about school safeguarding policies

### Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 2).

### Other complaints

For other complaints linked to safeguarding e.g. premises – the school complaints policy and procedures should be followed

### Whistleblowing – concerns about school safeguarding or an adult in school.

**Please see separate Whistle-Blowing policy which outline these procedures.**

Whistleblowing is when someone raises a concern about the organisation they work for. It is different to a complaint or a grievance. Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our Whistleblowing policy. Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

All staff must remember that the welfare of the child is paramount and this should be the most important consideration. All concerns about adults in school should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors.

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

#### **What to do if you want to raise a concern about the school practice with regard to safeguarding children:**

- Raise your concern internally with your line manager/ headteacher
- If this is not possible, raise your concern with one of the specified people in the whistleblowing policy
- If you have raised your concern, but feel the matter has not been dealt with appropriately, refer to the Whistleblowing Policy and follow the procedure outlined
- In some cases your identity can be kept confidential, but this may not always be the case as it may limit an investigation

**NSPCC Whistleblowing Advice Line: Tel 0800 028 0285**

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

## **14. Record Keeping and confidentiality**

Our school is clear about the need to record any concerns held about a child or children within our school; the status of such records and when these records should be passed on to other agencies.

Child Protection files are kept securely by the DSL and all records, reports and minutes of case conference agencies are filed in chronological order. This information is **confidential** and is only shared when appropriate with the relevant professionals and agencies.

#### **From September 2019, all child protection and safeguarding concerns are stored securely in CPOMS**

In the event of a child transferring to another school, all the child's safeguarding records stored in CPOMS are sent to the DSL of the receiving school under a CONFIDENTIAL heading. CPOMS records are sent electronically. If the school does not have CPOMS, we use EGRESS secure email.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate CPOMS portal child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Appendix 2 sets out our policy on record-keeping with respect to allegations of abuse made against staff

## **15. Training**

### **All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
  - Manage behaviour effectively to ensure a good and safe environment
  - Have a clear understanding of the needs of all children

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

## The DSL and DSL deputies

The DSL and DSL deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

## Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

## Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

### Staff who have contact with children and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

## 16. Visitors and Volunteers

### Checking the identity and suitability of visitors

All visitors and volunteers welcomed into Tankersley St Peters are asked to sign in and out of school when they arrive and leave the premises. They will be given a visitor's lanyards

- Red lanyards are given to those with a current DBS certificate
- Rainbow lanyard for those visitors who do not have a current DBS Certificate – these adults MUST be accompanied in school

All visitors will be required to verify their identity and to secure their belongings, including their mobile phone(s), during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors who are employed by BMB who are visiting for a professional purpose, such as social workers, educational psychologists and school improvement officers, will be asked to show photo ID and

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise children or staff.

## 17. Non-collection of children

If a child is not collected at the end of the school day, the DSLs will contact the child's immediate family (parent or carer.) If the parent cannot be contacted, then the next of kin or named contact (as identified on the child's contact form will be contacted.) If no other person can be contacted for the child, then the police will be called by the school and/or the child's social worker if appropriate. If a child is not collected at the end of the session/day, we will:

- Phone the numbers on the child's contact list
- If the child is not collected the DSL or Deputy DSL will contact Social care
- If no response from Social Care - Phone the police on 101

## 18. Missing children

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Contact parents/carers initially – contact information on school SIMS
- All available staff will search for the child around the school building area of the school
- The police will be contacted immediately on 999
- The incident and follow up actions will be recorded on our CPOMS
- The DSL will follow up incidents and implement actions where a child has gone missing from school: Follow up will include:
  - The DSL will feedback and review the incident and actions with child's family.
  - The DSL will set up a risk assessment if necessary for the child and ensure this is shared with staff and parents
  - The DSL Put in place EH plan if needed
    - Contact Social Care if needed.
- The DSL will review other school risk assessments linked to the incident where necessary and make adaptations

## 19. Access around school premises

School gates and fencing around school is secure. External green gates are locked at all times during the school day to safeguard our children. The school caretaker has responsibility for opening and locking gates in the morning and evening.

At hometime the office administrator opens and locks the school gate

The EYFS gate is on a timer for the beginning and end of the school day and this is checked by the caretaker. The EYFS lead is responsible for the EYFS gate keys. (See EYFS risk assessment documents).

All external doors around school and key internal doors leading from one part of school to another have coded access. This is to ensure the safety of all children in and around the school. Doors will remain closed at all times to safeguarding our children,

All staff working within the school have these key codes. These will never be shared with children.

If adults are required to be in a one to one setting with a child / young person the adult should consider how this can be managed effectively i.e. leaving a door open, using a room that has a window in the door, position yourself within sight of the door and consider if this is really necessary.

## 20. Outside Agencies

As a school, we have close contacts with Barnsley's Safeguarding Children Board, School Health Service, Social Care, and the Police, any or all of whom may become involved if abuse is suspected or alleged.

The school will collate basic information including the identification of those adult(s) who have parental responsibility for a child, and pass this information to the relevant agencies if so requested. In the event of an investigation into possible child abuse, the school has a duty to and will co-operate with the investigating agencies to the best of their ability to promote the welfare of the child.

Whilst the school will always attempt to work in partnership with parents, and try to ensure that parents are fully informed of, and participate in, any action concerning their child, if there is a conflict of interest; the welfare of the child will be the paramount consideration. When children transfer to another school and there is outside agency involvement, the case worker will be contacted by the DSL and informed.

## 21. General Data Protection Regulations (GDPR) and Information Sharing

In May 2018, the General Data Protection Regulation (GDPR) came into force and along with it the Data Protection Act 2018 which superseded the previous version. Reference to this new legislation is included in the most recent version of Keeping Children Safe in Education (2018) and Information Sharing (2018). Both these documents stress that neither GDPR nor the Data Protection Act 2018 prevents or limits the sharing of information to keep children safe. Paragraph 77 sets out the 'Special Category Personal data' which allows sharing information even without consent in some circumstances.

*"The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children"* (KCSIE 2121 para 110)

All child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the DSLs (depending on who is the subject of the concern). The DSLs will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Following a number of cases nationally where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education emphasises that **any** member of staff can contact social care if they are concerned about a child.

Timely information sharing is essential to effective safeguarding...

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- The Data Protection Act (DPA) 2018 and GDPR should not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping (see this section) and allegations of abuse against staff in appendix 3

Information sharing will take place in a timely and secure manner and where:

- it is necessary and proportionate to do so; and
- the information to be shared is relevant, adequate and accurate.

Tankersley St Peters C of E Primary school uses a password protected CPOMS management system to record ANY cause for concern linked to a child's safety and as outlined in the policy - information on vulnerable children and any attached information will be password protected within CPOMS.

The DSL/DSL DEPUTIES leads as outlined in this policy will receive ALL alerts and have full access to the system and information. This has a two-factor level of access and is password protected.

## 21. Curriculum for safeguarding

We ensure that our curriculum deals with safeguarding through our PSHE, computing and online safety learning that equip our children with the necessary skills and awareness to safeguard them and to reduce risk across many topics and themes. We also discuss these issues during whole school and class assemblies.

In Sept 2019, our school introduced the **'1Decision' PSHE scheme** to all classes from FS2 to Y6. 1Decision is a comprehensive PSHE scheme of work and covers topics such as relationships and on-line safety. The scheme units have videos where the children have to make different choices,. This is particularly important when teaching our children about the safe use of the internet.

As schools increasingly work online, it is essential that our children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as viewing age inappropriate content which can be upsetting or harmful. Exposure to child sexual exploitation, radicalisation and sexual predation are also immediate dangers for children online. The Computer lead/ online-safety coordinator ensures an appropriate and current curriculum is in place through Purple Mash and the 1decision units linked to online safety

At Tankersley St Peters St Peters - we have ensured that appropriate filters and monitoring systems are in place to manage the online content available to children, who can contact our children and the personal conduct of our children online. We currently use 'smoothwall' filter system to help protect children from accessing inappropriate content on the internet and to alert staff where there is a potential or actual safeguarding risk relating to online activity.

### **Anti-bullying**

As part of our curriculum Tankersley St Peters is committed to developing an anti-bullying culture where the bullying of children, young people and adults is not tolerated in any form. This included educating children about the harmful effects of bullying.

**For comprehensive information on our approach to this see our separate Anti-Bullying Policy.**

## 23. Monitoring arrangements

This policy is an effective Child Protection policy. It has been developed by building on our own best practice and that of other educational networks, and in consultation with Governors and staff.

This policy has been further developed in line with information from the Department for Education statutory guidance for schools and colleges - Keeping Children Safe in Education

This policy will be reviewed annually by our designated safeguarding lead and deputies. At every review, it will be approved by the full governing board.

This agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at Tankersley St Peters St Peter's C of E (A) Primary School. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures.

## 24. Additional Documentation and linked Policy

**In addition to this policy, all staff must have read, understood and signed to confirm understanding of the following relevant policies:**

- Keeping Children Safe in Education
- Whistleblowing policy

- Code of Conduct for Employees
- Data Protection Policy
- Health and Safety Policy
- Whistleblowing Policy
- Anti-Bullying Policy
- Equality Policy
- Curriculum Policy
- PSHE and RSE Policy
- Online safety
- Behaviour Policy
- Complaints policy
- Attendance Policy
- Privacy notices

## Appendix 1 Types of abuse

School staff should be aware that abuse, neglect and safeguarding issues will rarely be standalone events covered by one definition. In most cases multiple issues will overlap.

### General Definition

An abused child is someone under the age of 18 years who has suffered physical injury, physical neglect, non-organic failure to thrive, emotional or sexual abuse which the person or persons who had custody, charge or care of the child either caused (acts of commission) or knowingly failed to prevent (acts of omission). Some children will be deemed to be at particular risk where another child in the household has been harmed, or the household contains, or is regularly visited by, a known abuser (person posing a risk to children).

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

### Physical abuse

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

is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

### 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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### Neglect

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

Once a child is born, neglect may involve a parent or carer failing to:

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

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

## Recognising signs of child abuse

Although these signs do not necessarily indicate that a child has been abused, they may help us recognise that something is wrong. The possibility of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

### Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuse given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries.
- Admission of punishment that appears excessive.
- Fear of parents being contacted.
- Bald patches.
- Withdrawal from physical contact.
- Arms and legs covered in hot weather.
- Fear of returning home.
- Fear of medical help.
- Self-destructive tendencies.
- Aggression towards others.
- Running away.

### Signs of Emotional Abuse

- Physical, mental and emotional development lags.
- Admission to punishment that appears excessive.
- Over reacting to mistakes.
- Continual self-deprecation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour (e.g. rocking, hair twisting).
- Self-mutilation.
- Extremes of passivity or aggression.
- Running away.
- Compulsive stealing or scavenging.
- Fear of parents being contacted.

### Signs of Neglect

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Emaciation.
- Frequent lateness or non-attendance at school.

- Untreated medical problems.
- Destructive tendencies.
- Low self- esteem.
- Neurotic behaviour.
- No social relationships.
- Running away.
- Compulsive stealing or scavenging.

### Signs of Sexual Abuse

- Sudden changes in behaviour or school performance.
- Displays of affection in a sexual way inappropriate to age.
- Tendency to cling or need constant reassurance.
- Tendency to cry easily.
- Regression to younger behaviour e.g. thumb sucking
- Complaints of genital itching or pain.
- Distrust of a familiar adult, or anxiety about being left with a relative or baby sitter.
- Depression and withdrawal.
- Apparent secrecy.
- Wetting day or night.
- Self-mutilation.
- Fear of undressing for P.E.
- Phobias or panic attacks.

The child may show other signs or none at all. These signs are potential triggers of concern, not definitive proof. Many of these signs could have other explanations.

## Appendix 2: safer recruitment and DBS checks – policy and procedures

### Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

#### Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

#### Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

#### Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:

- If they have a criminal history
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information

Shortlisted candidates will sign a declaration confirming the information they have provided is true

#### Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

### **Interview and selection**

- When interviewing candidates, we will:
- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

### **Pre-appointment vetting checks**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

#### **New staff**

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
  - For all staff, including teaching and management positions: [criminal records checks for overseas applicants](#)
  - For teaching and management positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked

*\* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.*

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

### **Governors**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

### **Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

### **Adults who supervise children on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

### **Children staying with host families**

Where the school makes arrangements for children to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

### **Disqualification under the Childcare Act 2006**

**All staff must be aware their 'relationships and associations' (including online) may have a safeguarding implication**

The guidance from Disqualification by Association 2006 (as amended) and Keeping Children Safe in Education 2021 says that schools should remind all staff, not just those working with under-8s, that their 'relationships and associations' (including online) may have an implication for the safeguarding of children, and if there are concerns about that, the school should be told. Relevant staff for childcare must self-declare that they are not disqualified.

## Appendix 3: allegations of abuse made against staff

School has stringent procedures for dealing with concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors. This guidance supports this and is based on PART 4 of KCSIE P.81 – P.98

This part of the guidance has two sections covering the two levels of allegation/concern:

**Section 1. Allegations that may meet the harms threshold.**

**Section 2. Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as ‘low level concerns’.**

**Our procedures are consistent with local BMBC safeguarding procedures and practice guidance.**

### Section 1: allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk.

Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

School policy makes it clear that allegations should be reported and that this should be done without delay. A “case manager” will lead any investigation. At Tankersley St Peters, this is the headteacher or where the headteacher is the subject of an allegation, the chair of governors will lead the investigation. The LADO will support the school in this process

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A ‘case manager’ will lead any investigation. This will be the headteacher, (or the chair of governors where the headteacher is the subject of the allegation.)

The case manager will be identified at the earliest opportunity. Our procedures for dealing with allegations will be applied with common sense and judgement.

### **Suspension of the accused until the case is resolved**

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted

- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or role within the Local Authority

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

#### **Definitions for outcomes of allegation investigations**

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

#### **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care

**If immediate suspension is considered necessary,** agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

**If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

**If it is decided that further action is needed,** take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case

manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

#### **Additional considerations for supply teachers and all contracted staff**

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

#### **Timescales**

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavor to take the required action as soon as possible thereafter.

## **Specific actions**

### **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated, unfounded, false or malicious reports**

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

### **Unsubstantiated, unfounded, false or malicious allegations**

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

## **Confidentiality and information sharing**

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

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

## **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

### **References**

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

### **Learning lessons**

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

### **Non-recent allegations**

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

## **Section 2: concerns that do not meet the harm threshold**

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

### **Definition of low-level concerns**

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

### **Sharing low-level concerns**

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

### **Responding to low-level concerns**

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's **staff code of conduct**

### **Record keeping**

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

### **References**

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

## Appendix 4: Specific safeguarding issues and further advice

*(linked to Part 4 of KCSIE)*

### Peer-on-peer abuse

Peer-on-peer abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online. All staff should be aware that children can abuse other children (referred to as peer on peer Abuse). They should understand that even if there are no reports it does not mean that it is not happening and that it can happen inside and out of school. Any concerns of this nature should be immediately referred to the Safeguarding Lead (DSL) and taken seriously.

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

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

It should be understood that children who harm others may have additional or complex needs e.g.: Significant disruption in their own lives, trauma, exposure to domestic violence, educational under-achievement or involvement in crime

If staff have any concerns about peer-on-peer abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

The main points to consider are that

At Tankersley St Peters St Peters, staff will always challenge inappropriate behaviour between peers that are abusive in nature. They must never downplay certain behaviours or think of sexual harassment as 'just banter' 'having a laugh' or 'part of growing up'. This is dangerous and could lead to a culture of normalising abuse leading to children accepting it.

We will:

- Always take action via the DSL for any incidents of Peer on Peer abuse

- Take ALL complaints seriously
- Record all incidents and all action taken on the school CPOMS system
- Engage with parents where necessary to reach solutions for victims and perpetrators (e.g. with online abuse )
- Make a referral to the Police or Social Care where needed
- Engage with multi-agency assessments and meetings

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including online
- Ensuring our curriculum helps to educate children about appropriate behaviour and consent in 1decision.
- Ensuring children know they can talk to staff confidentially and time is allocated for this.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

## Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups

- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

### **Child criminal exploitation (including county lines)**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Relationships that seems unusual
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Decline in school performance
- Not taking part in education
- Carrying weapons

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **Child sexual exploitation (CSE)**

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

## Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school through Operation Encompass (usually the designated safeguarding lead) before the child or children arrive at school the following day.

### Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare.

More information about the scheme and how schools can become involved is available on the Operation Encompass website.

**National Domestic Abuse Helpline -Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.**

Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is outlined on page 129 of KCSIE 2021

If any form of domestic abuse is known or suspected, staff must follow the procedures as for any other safeguarding concerns, including informing the DSL / DSL DEPUTIES and making a written record on CPOMS. The DSL / DSL DEPUTIES will then inform relevant agencies as required.

## Children missing from education

All children are entitled to a full-time education which is suitable to their age, ability, aptitude and special educational needs. Local authorities must try to identify children who are missing education in their area. A child is considered to be missing from education (CME) if they are of compulsory school age (5-16) and:

- Are not on a school roll
- Are not being educated at home, privately or in alternative provision
- Have been out of educational provision for a substantial period of time.

A child not attending school due to repeated or unexplained absence or by leaving the school unexpectedly is a potential indicator of abuse or neglect, or may suggest a family needs additional support. Staff should be alert to safeguarding concerns such as sexual exploitation, traveling to conflict zones, Female Genital Mutilation and Forced Marriage

A child is missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include different kinds abuse or neglect as listed in this policy, , Child sexual exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow BMBC procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the EWO and local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

All schools must inform the local authority of any pupil who fails to attend school regularly or who has been absent for a continuous period of 10 days or more. If we are concerned that a child may be 'missing in education', and parents/ carers cannot give satisfactory reasons why a child is not attending school, we contact the

**Children Missing From Education Team** [CME@barnsley.gov.uk](mailto:CME@barnsley.gov.uk) or **Social Care 01226 772423**

## Children with Family Members in Prison

Children with family members in prison are at risk of poor outcomes and safeguarding issues such as peer on peer abuse, stigma, isolation, poverty and poor mental health. The DSL / DSL DEPUTIES will ensure that all staff will be made aware of the circumstances of such families so that they can be extra-vigilant to any safeguarding concerns. NICCO (<https://www.nicco.org.uk/>) provides information to support professionals working with offenders and their children.

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

## Female Genital Mutilation

FGM is a form of physical abuse. Starting in October 2015, section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015, placed a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM.

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

The school's response to FGM will take into account the government guidance, 'Multi-agency statutory guidance on female genital mutilation', April 2016. Staff will follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead, (or deputy in her absence). A report must then be made to the police as soon as possible.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM, for example where there is a known history of practising FGM in her family, community or country of origin. This may include sensitive conversations with the girl and her family, sharing information with professionals from outside agencies and / or making a referral to Social Care. If the risk of harm is imminent, there are a number of emergency measures that can be taken, including police protection, an FGM Protection Order and an Emergency Protection Order.

Girls may be most at risk during the summer holidays so particular attention should be paid to conversations prior to the holidays and when girls return in the Autumn term.

Signs of FGM may include:-

- A girl may confide in friend or trusted adult that she is going to attend a ceremony to 'become a woman'.
- Prolonged, unexplained absence from school
- Reluctance to engage in PE or other physical activities
- Signs of pain, is uncomfortable walking, sitting or standing

- Frequent urinary, menstrual or stomach problems
- Spends longer than usual in the toilet
- A request for help which may not be explicit for reasons of fear or embarrassment.

**If you discover that FGM has taken place or a pupil is at risk of FGM:-**

Any member of staff who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately **report this to the police by ringing 101**, personally. **This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.**

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve social care as appropriate.

Staff should never examine the pupil or discuss their concerns with the pupil's family members in advance of enquiries by social care and the police.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM

- Having limited level of integration within UK society
- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

### Forced Marriage

Forcing a person into marriage is a crime. Forcing a person into marriage is a criminal offence in England and Wales. A Forced Marriage is one entered into without full and free consent; where a person does not or where they cannot consent (for example if they have a learning disability).

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.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### Breast Ironing

This is the practice of using hot implements directly onto a young girls’ breasts, to stop them developing. The practice is widely carried out by female family members to protect girls from sexual abuse, rape and forced marriage. It is commonly used in many African Countries where girls are seen to be at risk. In the UK it is considered an offence and physical abuse.

There are many additional safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug-taking, alcohol abuse, deliberately missing education and sexting put children in danger. Unless otherwise stated, for any safeguarding concerns relating to the following issues, the usual school procedures should be followed.

### Preventing 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, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Terrorism** is an action that:
  - Endangers or causes serious violence to a person/people;
  - Causes serious damage to property; or
  - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our children to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in children' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures as well as our curriculum - including **Prevent** and **British Values Policy**

#### **What to do if you have concerns about extremism: -**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority social care. Make a referral to local authority social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Staff should **always** take action if they are concerned. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to.

This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority social care team.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL. See the contact details for PREVENT OFFICER – at the front of this policy.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

## Private Fostering

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

Private fostering is defined in law as an arrangement that is made privately without the involvement of the local authority. It applies to the care of a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative with the intention it should last 28 days or more.

### A 'private' foster carer is

- Extended close family, e.g. cousin, great aunt
- A friend of the family
- Someone unknown to the child or family.
- The private foster carer is responsible for providing day-to-day care but the responsibility for safeguarding and promoting the child's welfare remains with the person(s) with parental responsibility.

**The Children's Act** places a duty on educational settings to notify the local authority of an intention to begin a private foster care arrangement **immediately or within 6 weeks of it starting**.

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

## Contextual Safeguarding

Contextual Safeguarding is an approach to safeguarding children and young people which responds to their experiences of harm outside of the home. Contextual Safeguarding requires that an assessment of a young person which considers the social or public environment (peer group, school and neighbourhood) in which they operate, as well as their private or family environment.

As children get older, they spend more time in public areas and become increasingly influenced by peers. Parents often have little control over these environments, where young people may be exposed positive, healthy norms which promote good social relationships, or they may some very negative and frightening influences and experiences.

In respect of this, school will:

- Ensure that all staff understand they should consider whether children are at risk of abuse or exploitation in situations outside their families.
- Identify and respond to risks facing children / young people

- Assess risks and intervene beyond the boundaries of their own home
- Work with partner agencies such as social care, the police, parks and trading standards.

### Home-Stays in the UK

If the school arranges a home-stay, we will obtain an enhanced DBS for everyone in the home aged over 18 years old. Schools are 'free to decide' if they should get enhanced DBS checks for those aged 16 or 17 years old. There will be no charge for these DBS checks.

### Alternative Provision

School will ensure they have a written statement from the provider of any Alternative Provision children from school are accessing. This will be expected to confirm they have completed all appropriate vetting and barring checks. Additional Risk Assessments will also be completed as necessary.

### Children Potentially at Greater Risk of Harm

While all children need protecting, it is important to recognise that some groups of children are potentially at greater risk of harm. These include:

- Children who need a Social Worker (Child in Need or Child Protection Plan)
- Children Missing from Education
- Children whose parents are educating at home (Elective Home education)
- Children requiring mental health support
- Looked after children and children previously looked after
- Care Leavers
- Children with Special Educational Needs (see above)
- Children with disabilities and physical health needs (see above)

### Using reasonable force for restraint

All staff should work within an environment where physical contact with children / young people is managed appropriately. Staff should only use physical restraint as a last resort and should use techniques from the school's training relating to managing difficult behaviour (Team Teach). Physical restraint should only be used where there is a need to prevent injury to a child or a member of staff. Staff should initiate physical contact with a child which is appropriate to the situation i.e. comfort to a child who is hurt or distressed. Any physical contact should be within clear boundaries and should not leave the member of staff open to any allegations of inappropriate touching.

A level of physical contact may be necessary for a child / young person with medical needs. This contact will be agreed within a health plan, be subject to the required risk assessments, manual handling plans, in the appropriate private space with two adults if possible. All interactions will be safe and appropriate for the situation.

There may be times when members of staff need to use reasonable force to keep children of themselves safe. 'Reasonable Force' covers a broad range of actions that involve physical contact.

**Force** is used either to control or restrain, e.g. to break up a fight or to prevent injury or violence

**Reasonable in the circumstances** means using no more force than needed

**Control** is either passive e.g. standing between children or active e.g. leading a pupil out by the arm.

**Restraint** means to hold back physically or to bring a pupil under control.

*'All members of staff have a legal power to use reasonable force'* (The Use of Reasonable Force DfE 2013). We expect staff to use their professional judgement to make a decision whether to physically intervene or not and avoid causing injury, pain or humiliation. Reasonable force can be used to prevent children from; hurting themselves or others; damaging property or causing disruption; leaving the classroom or premises where this would put their safety at risk. Reasonable force can also be used to remove disruptive children if they have refused an instruction to leave a class / area.



## Appendix 5 - BMBC Local Arrangements for managing allegations of abuse and Safeguarding concerns

The BARNSELY METROPOLITAN BOROUGH COUNCIL local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made are below

From the BMBC Safeguarding page

<https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/worried-about-a-child/>

### Investigating allegations of neglect or abuse

If you contact us because you suspect that a child or young person is being, or is at risk of being, neglected, harmed or abused, we'll investigate your claims.

You should contact us if you believe that a child or young person is being:

- physically injured (hit, kicked, punched)
- neglected (not properly clothed or fed)
- sexually abused (sexually assaulted or subjected to inappropriate sexual language or behaviour)
- emotionally abused (constantly criticised, ignored, humiliated, bullied or affected by domestic abuse).

When you report your concerns, we'll consider undertaking a child protection investigation.

### Child protection investigations

When we carry out a child protection investigation, we try to find out as much information as we can about the concerns that you've raised.

A social worker, a police officer, or possibly both, will talk to the child concerned, their parents or carers, and others involved with the family, such as the child's teachers, and the family doctor and health visitor, to help us piece together the full picture.

If there's evidence to suggest that the child is in immediate danger, or the investigation reveals serious concerns about the child's welfare, children's social care, the police, and other professionals who know the child, will meet to decide what action to take.

They may decide that one of our social workers or the police need to interview the child to clarify exactly what happened to them. The interview takes place in a safe and friendly environment and the officers who conduct the interview are specially trained to deal with children in these situations.

### Outcomes of the investigation

Most people are scared that we'll take their children away from them as a result of our investigation, but in most situations, this isn't the case. If we do feel that we need to find a safe place for the child away from their immediate family while we make further enquiries, we'll agree with the parents that the child can stay with extended family. If this isn't possible, we'll arrange to place the child with approved carers. If we can't come to an agreement with the parents, we may seek to apply to the courts for [a court order to protect the child](#).

In most cases where the investigation identifies that the child is at risk of significant harm, we'll hold a case conference to agree a plan to protect the child. Parents and all the agencies that have had involvement with the child will be invited to attend. Children themselves may attend the meeting and will be supported to do so if it's appropriate.

In most cases, children remain at home with their parents following a case conference, but in some circumstances, court proceedings may be necessary to make sure children are protected from harm, and this may result in them living with extended family, friends or council approved carers.

## **Working together to keep children and young people safe**

Children and young people in need of protection are usually our most vulnerable children and those at greatest risk of social exclusion. To keep them safe, we have to work effectively with all kinds of agencies and professionals, including those in nurseries, schools, health, college, adult services and the voluntary sector, to provide the right support package.

When we believe a child or young person's at risk of significant harm, it's essential that we work effectively with some or all of these agencies, and with the child or young person and their family, to find out exactly what the problems are so that we can put the support in place to keep the child or young person safe.

Wherever possible, we try to keep families together. By giving them help and support early, we can stop problems from escalating and prevent the need for intervention from specialist services.

## **Barnsley Safeguarding Children Partnership**

For more information about keeping children and young people safe, visit the Safeguarding Children Partnership website or contact the Safeguarding Children by emailing [safeguardingunit@barnsley.gov.uk](mailto:safeguardingunit@barnsley.gov.uk)

## **Helplines**

- Childline: 08001111
- Samaritans: 08457 909090
- NSPCC helpline freephone: 0808 800 5000
- Sexual abuse helpline freephone: 0808 1000 900
- Barnsley Domestic Violence Helpline: 01226 249800
- Women's Aid Helpline: 0808 2000 247

## APPENDIX 6

# AMMENDUM - SAFEGUARDING ARRANGEMENTS FOR SCHOOL IN THE COVID19 PANDEMIC

UPDATED SEPT 2021

### 1. Scope and definitions

This addendum applies during the period of school arrangements due to COVID-19, and reflects updated advice from our safeguarding partners within local authority Barnsley BMBC – Social care, LADO, Early Help and SEND team.

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

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

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

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

### 2. Core safeguarding principles

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

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

- The best interests of children must come first – their emotional, physical and mental health is paramount.
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online at all times in school and where possible guidance shared for home use of devices
- Recruitment procedures will be followed as normal as outlined in the policy

### 3. Reporting concerns

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

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

## 4. DSL (and deputy) arrangements

We will have a trained DSL or deputy DSL available for advice and contact at all times. Details of important contacts are listed in the 'Important contacts' section at the start of this addendum.

Any cause for concern and/or incidents should be recorded on our **school CPOMS system and the school designated child protection and safeguarding lead should be alerted by phone immediately** (*note – in the absence of response the deputy DSLs will be automatically alerted.*)

**Mrs Jayne Proctor- Blain is the school Child Protection designated safeguarding lead and can be contacted by phone on the number at the front of this document with any cause for concern matters.**

**Mrs Melanie Harley and Miss Lorna Johnson are the deputy safeguarding leads and can be contacted by phone on the numbers at the front of this document with any cause for concern matters (in the absence of the Child Protection designated lead.)**

We will keep all school staff and volunteers informed by email if there are any changes to the structure or procedures for the DSL (or deputy) on any and how to contact them.

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

On occasions where there is no DSL or deputy available due to reasons of illness, self-isolation or other reason, a senior leader will take responsibility for co-ordinating safeguarding. This will be **Mrs Sarah Chadburn**. You can contact them on the number at the front of the policy

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

- Identify the most vulnerable children in school

- Update and manage access to child protection files, where necessary

- Liaise with children' social workers where they need access to children in need and/or to carry out statutory assessments

## 5. Working with other agencies

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

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners

- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children' social care, reporting mechanisms, referral thresholds and children in need

## 6. Monitoring attendance

As some children will not be attending school during isolation periods. Closure of class 'bubble' classes or local lockdowns the X code will be used in the school registers.

School will:

- Follow up on their absence with their parents or carers, by phone call and/ or EWO or social care contact

- Notify their social worker, where they have one

We are **using the Department for Education’s daily online attendance form** to keep an accurate record of who is attending school as well as submitting attendance data for Nursery children to the Local Authority.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible – this is managed weekly by the school business manager.

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

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

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

All concerns should be recorded on our school CPOMS and the DSL and deputy DSLs will be automatically alerted.

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

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

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

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

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

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

We have the option to offer places in school to children who don’t meet the Department for Education’s definition of ‘vulnerable’, but who we have safeguarding concerns about. We will work with parents/carers to do this.

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

## **10. Risk Assessments and Contact plans for vulnerable children**

We have Risk Assessments and contact plans for children with a social worker and children who we have safeguarding concerns about.

Contacts for children will be recorded in CPOMS for children who:

- Won’t be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn’t be in the child’s best interests); or they would usually attend but have to self-isolate
- For these children – this plan is put into action should the child not be in school

Risk assessments have been written and shared with relevant staff where:

- A child has SEND or other needs which require additional support in the changes to routines in school due to the pandemic

## 11. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on children's mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

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

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

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

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

## 12. Online safety

### 12.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school. This will be provided by code green. Remote support for our school network and systems can be obtained from the code green help desk 01226774747

Where staff are interacting with children online, they will continue to follow our existing policies. The school INTERNET SAFETY POLICY can be found on our school website <https://Tankersley St Petersstpeters.org.uk/policies/>

Other policies linked to online safety can also be found on the school website – e.g. Anti-Bullying policy

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

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

### 12.2 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online – see staying safe blog and internet safety leaflets for parents on the school website <https://Tankersley St Petersstpeters.org.uk/policies/>
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online through regular updates on the website, twitter and Facebook links

## 13. Mental health

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

We will also signpost all children, parents and staff to other resources to support good mental health at this time on our website and via links sent on Twitter and Facebook. Please see mental health folder on the school website home learning portal <https://Tankersley St Petersspeters.org.uk/mental-health-well-being/>

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

## 14. Staff recruitment, training and induction

### 14.1 Recruiting new staff and volunteers

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

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

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

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

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

### 14.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on supply or loan' working in our school, and seek assurance from the 'loaning' school or supply agency that staff have had the appropriate checks. The school business manager Mrs Shelly Snowball will do the appropriate checks

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

### 14.3 Safeguarding induction and training

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

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our Child Protection Policy (and this addendum)
- Keeping Children Safe in Education part 1

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

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

### 14.4 Keeping records of who's on site

We will keep a record of which staff are on site each day, and that appropriate checks have been carried out for them. The school signing in register will be used for staff.

NO CONTRACTORS WILL BE ALLOWED ON SITE except when they are accompanied by the school business manager or headteacher.

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

We will use the single central record to log:

Everyone working or volunteering in our school each day, including staff 'on loan'

Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

## 15. Children attending other settings

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

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

The reason(s) why the child is considered vulnerable and any arrangements in place to support them

The child's EHCP plan, Child Protection Plan or Personal Education Plan

Details of the child's social worker

Details of the virtual school head

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

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

## 16. Monitoring arrangements

This appendix 3 will be reviewed as guidance linked to Covid 19 pandemic is updated nationally and locally - At every review, it will be approved by the full governing board.

## 17. Additional links with other policies linked to Covid 19 Pandemic

This policy links to the following policies and procedures: **School COVID Risk Assessment (Saved in T drive in Corona folder and on school website.**

## 18. Action plan for welfare and health of all vulnerable children in school

 <b>ACTION PLAN FOR SAFETY AND WELFARE OF VULNERABLE CHILDREN IN THE COVID PANDEMIC</b>				
AREA	ACTION	TIMESCALE	WHO	EVIDENCE
Contact and support – CP lead	CP lead to be in regular contact with extended teams for updates – social care/ Heath / Family support etc	Core groups – usually every 4 weeks or sooner	Safeguarding CP lead – Mrs Jayne Proctor-	Records on CPOMS + Egress secure

	<p>To attend any virtual core group meetings with social care or other professionals</p> <p>To contact the family to ascertain if the pupil is safe and well</p>	Weekly in school or by phone	<p>Blain</p> <p>OR in absence of CP lead-</p> <p>Deputy CP leads</p> <p>Mrs M Hartley</p> <p>Miss L Johnston</p>	email system
Attendance	<p>To monitor attendance of the vulnerable children in school using whole school Attendance system and first day calls</p> <p>To inform EWO and action support and intervention where needed</p>	<p>Daily</p> <p>Weekly</p>	<p>School Attendance officer – Mrs Wendy Howe</p> <p>CP lead– Mrs Jayne Procter-Blain</p>	<p>Attendance register</p> <p>CPOMS</p> <p>Egress secure email system</p>
Nutrition – School meal vouchers	<p>Families will be given the DFE free weekly school meals vouchers where relevant e.g. In lockdown or isolation</p> <p>School SBM will contact the relevant FSM families in the school community</p> <p>Hot meals will be available from week 4 in sept return to school plan and risk assessment</p>	FSM - As required by DFE	School Business manager – Mrs Shelly Snowball	FSM voucher portal EdenRed
EHCP arrangements	To support the learning for any child with SEND and EHCP through adapted Risk Assessments as well as usual School Focused plans (SFPs)	Weekly	School SENDCO – Mrs Melanie Hartley	<p>Risk Assessment folder – T drive</p> <p>School Focus plans – CPOMS/Send file</p>
Bubble closure / Self isolation for vulnerable children	<p>If a vulnerable child is sent home due to the need to self-isolate (usually 10 – 14 days) school will follow the flow diagram of remote learning provision.</p> <p>Learning packs will be posted to vulnerable children who cannot access learning online for any reason.</p> <p>See 'Remote home learning portal</p>	Daily – as needed	SLT Teachers	<p>School home learning</p> <p>Purple Mash platform</p>

	on the school website.			
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