

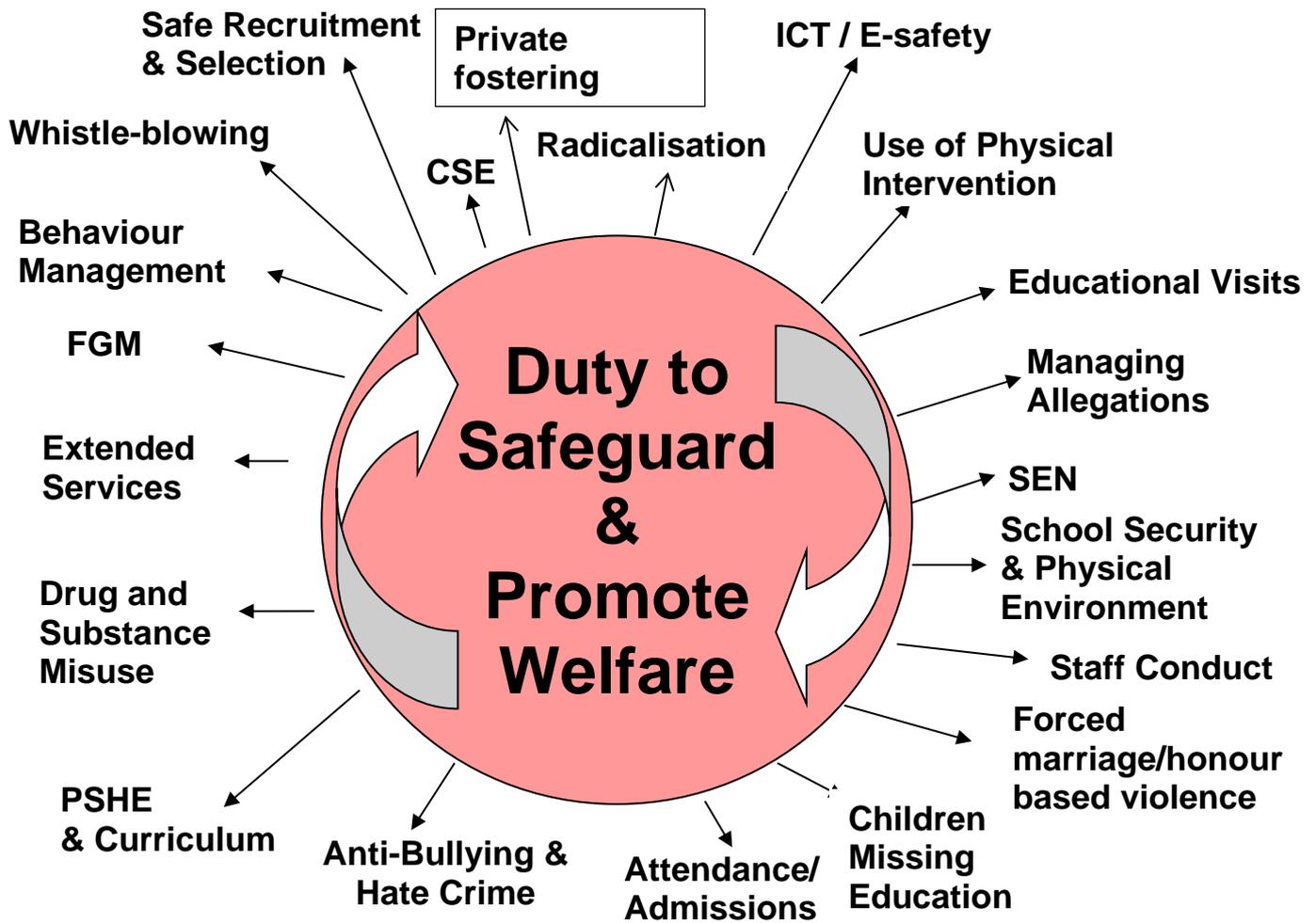
ST GABRIEL'S CE PRIMARY SCHOOL



Child Protection Policy

February 2021

Safeguarding and Child Protection – areas to consider



Whole-School Policy on Safeguarding and Child Protection

SCHOOL/COLLEGE: St. Gabriel's CE Primary

ACADEMIC YEAR – 2020 / 2021

Named staff/personnel with specific responsibility for Safeguarding and Child Protection

<p>Designated Safeguarding Leads (DSL)</p> <p>Mrs Karen Race(Part time Headteacher) Mrs Linzy Brown (Part time Headteacher)</p>
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<p>Deputy DSLs</p> <p>Mrs Linzy Brown(Part time Deputy Head)</p>

<p>Nominated Safeguarding Governor</p> <p>Miss Janet Bailey(Chair of Gov)</p>

Designated Safeguarding Leads & Deputies in School/College (DSLs) must attend multi-agency safeguarding training upon commencing in a DSL post and on an **annual** basis, in an area of relevance to school.

Name of Staff Member / Governor	Title and date of last Safeguarding Training attended	Provided by (e.g. RBSCB, Governor Support Services, REAL Trust, Fair Access Team)
Karen Race Linzy Brown	Toxic Trio 13/6/17	RBSCB
	Protecting children 21/6/17	Chris Pickup Associates

Whole School/College Safeguarding Children Training (all staff must receive safeguarding training as part of induction and refresher training at regular intervals)

Title	Date last held	Training Delivered by
Whole school Basic Safeguarding training * delivered on a 3 year cycle	21/1/2020	RBSCB Delivered by Claire Heap

Annual review date for this policy

Review Date	Date issued to staff for receipt and understanding
September 2021	February 2021

ST. GABRIEL'S CEP SCHOOL POLICY ON SAFEGUARDING & CHILD PROTECTION



1. PURPOSE OF THIS CHILD PROTECTION POLICY

- 1.1. An effective whole school/college Safeguarding policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with Safeguarding issues. An effective policy also makes explicit the school/college's commitment to the development of good practice and sound procedures. This ensures that Safeguarding concerns and Child Protection referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child.

2. INTRODUCTION

- 2.1. Mission statement/statement of purpose.

Our school is a caring Christian family where everyone is valued and encouraged to achieve their full potential and to have respect for God and His world.

Aims

- *To provide a happy caring and secure environment where children can thrive.*
- *To encourage all pupils to achieve their full potential.*
- *To provide an ethos of love, care and understanding based on Christian values.*
- *To provide a setting where all are equally valued as members of our community within the ethos of a Church of England school.*
- *To equip children with the skills and attitudes to become creative, independent thinkers and active learners.*
- *To set the highest standards and provide a quality education for all our pupils.*
- *To inspire a love of learning through exciting and dynamic opportunities.*

- 2.2. We recognise that safeguarding is everybody's responsibility and that the best interests of the child are paramount. EVERYONE who comes into contact with children and their families has a vital role to play. Our school will provide a caring, positive and safe environment to promote the social, physical and moral development of each individual child.

'There are three main elements to our Safeguarding Policy'.

- (a) **Prevention:**
positive supportive school atmosphere, teaching and pastoral support for pupils, provision of effective Early Help to support families.
- (b) **Protection:**
By following robust agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns/disclosures.
- (c) **Support:**
For pupils, staff(where necessary). and families (so long as it is in the child's best interests to do so)

- 2.3 This policy applies to all staff and volunteers in our school.

3. SCHOOL/COLLEGE COMMITMENT

- 3.1. We aim to provide an environment in which children feel safe, secure, valued, respected and are able to fulfil their potential.

Our school/college will therefore:

- (a) Establish and maintain an ethos where children are encouraged to talk, and are listened to by a caring dedicated staff who work hard to uphold our schools values.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty by fostering good positive relationships and specific support via our Th.Inc room.
- (c) Foster a culture of ongoing vigilance amongst staff and volunteers, with all adults understanding that it is everyone's responsibility to safeguard children and having a clear understanding of their responsibilities within school procedures to report any and all concerns and incidents no matter minor they may seem.
- (d) Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse. ([please see our PHSCE policy for further information](#))
- (e) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life.

- (f) Work to establish and maintain effective working relationships with parents and carers so long as it is in the child's best interests to do so by:
- Operating an open door policy with a welcoming and supportive ethos.
 - By working hard to develop positive relationships via regular communication and whole school events
 - Liaising regularly with colleagues from other agencies via cluster meetings and training.

4. FRAMEWORK

All staff have a crucial role to play in helping identify concerns and indicators of possible abuse or neglect at an early stage: referring concerns to the appropriate people, contributing to the assessment of a child's needs using the Children's Needs and Response Framework and, in particular, using and embedding an Early Help response where the Child Protection threshold is not met. They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour.'

- 4.1 Safeguarding is the responsibility of *everybody* and especially those working with children.
- 4.2 The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Rochdale Borough Safeguarding Children Partnership (RBSCP).

For further information please see the RBSCP web site:

www.rbscp.org will provide you with all of the information you need about the local safeguarding board.

5. ROLES AND RESPONSIBILITIES

- 5.1. *All* adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools/colleges and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities in school/college for the current year are listed on the cover sheet of this document.
- 5.2 The school Designated Safeguarding Leads (Mrs Karen Race and Mrs Linzy Brown – Headteachers) have responsibility for :
- keeping records of concerns and actions via CPOMS and paperwork
 - taking appropriate action when concerns are raised
 - preparing for and attending meetings and conferences
 - follow up actions and recording
 - liaising with outside agencies
 - ensuring all staff have required training
 - reporting to governors

5.3. The named governor for Safeguarding (Miss Janet Bailey) has responsibility for: Ensuring both Mrs Race and Mrs Brown fulfil their roles effectively and the school meets all legal requirements.

5.4 The Governing body is accountable for ensuring that the school has effective safeguarding policies and procedures in place and for monitoring compliance with them. We will ensure that:

- There is a safeguarding and child protection policy in place, which is reviewed on an annual basis and accessible on the school's website.
- The school complies with safer recruitment procedures and at least one person on every recruitment panel will have completed Safer Recruitment training.
- The school has a code of conduct (Guidance for Safe Working Practises) which outlines the expectations of school staff
- The school has a procedure for handling allegations against professionals.
- The school has a Designated Safeguarding Lead (DSL) and deputy, who receive relevant training and access regular supervision. The names of these staff will be displayed within school.
- All staff in school attend safeguarding training upon Induction and at three-yearly intervals, in addition to school briefings and updates.
- Information is shared appropriately and without delay to support safeguarding of children.
- School provides a broad and balanced curriculum that helps children learn how to keep themselves safe.
- All staff in school understand their role in identifying concerns about children and handling disclosures and know how to report these via school procedures.
- All staff will sign to confirm they have read and understood Part 1 of Keeping Children Safe in Education 2019. This will be issued to all new starters as part of their Induction, along with school safeguarding policies.

5.5 Sources of further advice and assistance:

Education Safeguarding Officer - 01706 925179

Education Welfare Service - Tel: 01706 925115

Multi Agency Screening Service - Tel: 0300 303 0440 (8.30am - 4.45pm)

Out of Hours, Emergency Duty Social Work Team - Tel: 0300 303 8875

Local Authority Designated Officer (Allegations of Professional Abuse) -

Tel: 01706 925365

Safeguarding Unit – 0300 303 0350

Police non-emergency calls -101

Police emergency calls - 999

6. PROCEDURES

6.1 Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow the Rochdale Borough Multi-Agency Safeguarding Children procedures located at www.rbscp.org

- Staff will be kept informed about updates to the Child Protection Procedures via regular updates in staff meetings

- School will ensure that other adults and visitors know what to do if there are Child Protection concerns via staff induction procedures and supply/temporary staff induction procedures.
- Parents will be informed of the schools duties and responsibilities under the Child Protection procedures and any changes to these via the appropriate policies which can be accessed on the school website or directly from the school office. Information is also given via the new to school packs given out, these include a school prospectus.

7. TRAINING AND SUPPORT

7.1. Our school will ensure that the Head Teacher, the Designated Safeguarding Lead and the nominated governor for Child Protection attend training relevant to their role at regular intervals. The Designated Safeguarding Lead will also attend Multi-Agency Child Protection training. The school will encourage all members of the governing body to access safeguarding training and all school staff will access basic safeguarding and Child Protection training upon Induction and subsequently at regular intervals.

- Regular updates will be given verbally within staff meetings to ensure all staff are aware of policy, procedure and any relevant changes.

7.2 We recognise that staff who have been involved with a child who has suffered harm may find the situation emotionally difficult and as part of the school's duty of care, we will seek to support staff via internal and external networks.

8. CONFIDENTIALITY

8.1. We recognise that all matters relating to child protection are confidential and will be disclosed only to members of staff for whom it is appropriate. All staff must be aware that it is their professional responsibility to pass on information obtained in the course of their duties to the DSL/ Headteacher if this may impact upon safeguarding. Staff must be clear that they cannot promise a child that they will keep information secret, in order to keep them safe.

8.2 Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, (including Children's Social Care staff and the police), must always have regard to both common and statute law.

8.3 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

9. RECORDS AND MONITORING

9.1 Well-kept records are essential to good Child Protection practice. 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, or parts thereof, should be shared with other agencies. There is also a need to share important education and any CP information at the point of a child's transition to another education establishment. (See RBC's Child Protection Information Sharing at Transition Protocol)

- We have in the past used a comprehensive and effective paper system to report and record any and all safeguarding issues. These are filed by child name and kept under lock and key in the deputy heads office.
- More recently we have introduced the electronic CPOMS system which logs all concerns and actions via a secure computerised system. Every member of staff has had training in use of the system.
- We also keep a historic tracking system of whole cohorts to be accessed by staff. This shows each class teacher their class with a 3 year safeguarding engagement history all colour coded.
- The SLT have regular updates within meetings to ensure we are all aware of issues across the school.
- Class teachers and all relevant adults are made aware if there are any particular concerns about a child or family of children.
- Every individual incident/report is assessed on its need for further action by the head and deputy.
- If a child transfers or leaves the school/college, the Child Protection file is transferred where possible by hand. If this is not possible it is sent via another secure method. If the new location is unknown CSC are immediately informed as are CME.

10. CHILD PROTECTION CONFERENCES

10.1 An Initial Child Protection Conference (ICPC) is a meeting which must be convened where there are concerns of significant harm and a child is judged to be suffering, or likely to suffer, significant harm. The outcome of a Child Protection Conference may be to make a child the subject of a Child Protection Plan.

- These meetings are attended by either of the headteachers (designates for safeguarding)
- Both of the above have full access and duty to attend training on any and all aspects of safeguarding.

11. SUPPORTING PUPILS AT RISK

11.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school/college may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may be challenging and defiant and there may even be moves to consider exclusion from school (this would only be as a very last resort in this school as we endeavour to help and support these children and families at all stages of our safeguarding procedure).

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

11.2 This school/college will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- (c) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- (e) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- (f) A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations.
- (h) Vigilance, so that adults notice when things aren't right.
- (i) Dealing with incidents and concerns sensitively and appropriately.

11.3 We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School/College staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic abuse, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection.

12. SAFER RECRUITMENT & SELECTION AND ALLEGATIONS AGAINST PROFESSIONALS

12.1 The school stringently adheres to safer recruitment procedures as outlined in "Working Together to Safeguard Children" 2018 (Updated July 2018) and "Keeping Children Safe in Education" 2019, taking a proactive approach to deter, reject and identify people who may be unsuitable to work with children.

12.2 Child Protection and Safeguarding are considered at all stages of the recruitment process as follows:

- The need for an enhanced DBS is always included. This is always carried out before employment.
- A specific safeguarding question is always asked with regards to personal experiences and what practices to follow.
- There is always at least one person on the recruitment panel with full training in safer recruitment.
- All staff on site have DBS checks carried out either by the head or business manager. They are logged and filed as required.

- The single central record is checked regularly by the head and chair of Governors.

12.3 The school understands that recruitment checks, although important, are only one aspect of a safeguarding culture and there cannot be over-reliance on DBS as assurance of suitability. Ongoing vigilance is key to maintaining a safe environment and school takes an approach of openness, characterised by:

- An "eyes open" belief that it could happen here.
- Encouragement of professional curiosity and appropriate challenge.
- Confidence of staff and children to raise concerns via clearly communicated and understood procedures.
- Safeguarding induction for all new starters, including temporary staff and volunteers.
- Communication to all staff of acceptable standards of behaviour
- All staff required to read and understand the Guidance for Safe Working Practises and Part 1 of Keeping Children Safe in Education.
- An ability to be reflective of the practise of professionals and to address any concerns in line with procedure.
- Regular safeguarding training, updates and dialogue for all staff and additional training and support for those with DSL responsibilities.

12.4 The school follows Rochdale Borough Safeguarding Children Partnership's' procedures for managing allegations against people who work with children. Concerns about the behaviour of a member of staff toward a child may be made in the form of a complaint or allegation and may be raised in a number of ways:

- Direct disclosure by the child or young person
- Indirect disclosure e.g. through written/art work or through friends
- Complaint from a parent/carer to:
 - Local Authority
 - The school
 - Children's Social Care

- Police
- Reports by other colleagues or agencies
- Anonymously

The school upholds the principle that the welfare of the child is paramount in all cases, listens to any concerns any treats these seriously, in line with procedure.

- All policies relating to safeguarding and whistle blowing are given to staff and as of 2018 in order to evidence this they are signed for. They are also freely available within school.
- **Further information is available at:** www.rbscp.org

13 WHISTLEBLOWING

13.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.2 All staff need to be aware of their professional duty to raise concerns about the management of child protection, which may include the attitudes or actions of colleagues. This can be done anonymously if necessary, but employees and workers who make a 'protected disclosure' are protected from being treated unfairly or being dismissed.

- Again all staff have been given a policy in the past and as of 2018 this will be evidenced by being signed for. The whistleblowing policy is also made available on the staffroom wall.

ST. GABRIEL'S CEP SCHOOL **CHILD PROTECTION PROCEDURES**

1. What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School/College?

Education professionals who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse should pass any information to the Designated Safeguarding Lead (**DSL**) in school/college; this should *always* occur as soon as possible and certainly within 24 hours.

The Designated Safeguarding Leads are: Mrs Karen Race and Mrs Linzy Brown (Headteachers)

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'Child Protection' then a discussion with their DSL/line manager will assist in determining the most appropriate next course of action¹:

Staff should never:

- Do nothing/assume that another agency or professional will act or is acting.
- Attempt to resolve the matter themselves.

What should the DSL consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need and consider the Children's Needs and Response Framework?)
- Can the level of need identified be met:
 - In or by the school or by accessing universal services/without referral to the MASS or other targeted services?
 - By working with the child, parents and colleagues?
 - By Early Help intervention with parents/carers/child & other professionals
- What resources are available to me/the school and what are their limitations?
- Is the level of need such that a referral needs to be made to the Multi Agency Screening Service requesting that an assessment of need be undertaken? (**Section 17 Child in Need referral**)
- Is the level and/or likelihood of risk immediate and such that a Child Protection referral needs to be made (i.e. a child is suffering or is at risk of suffering significant harm? (**Section 47 Child Protection referral**))
- What information is available to me: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?

¹ Detailed information on possible signs and symptoms of abuse can be found at www.rbscp.org in the Rochdale Borough Multi-Agency Safeguarding Children procedures.
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- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other professionals, recording, etc.)

2. **Feedback to Staff Who Report Concerns to the Designated Safeguarding Lead**

The Designated Safeguarding Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare but to also give assurances to the person reporting their concerns that the DSL has, in turn, followed procedures.

3. **Thresholds for Referral to the Early Help and Safeguarding Hub (EHASH)**

Where a Designated Safeguarding Lead or line manager considers that a referral to the EHASH may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

(i) **Is this a Child In Need?**

Under section 17 (s17(10)) of the Children Act 1989, a child is in need if:

- (a) S/he is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- (b) His/her health or development is likely to be impaired, or further impaired, without the provision of such services;
- (c) S/he has a disability

(ii) **Is this a Child Protection Matter?**

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.**

Therefore, it is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a Child Protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm and can evidence this. **The Designated Safeguarding Lead will make judgements around 'significant harm', levels of need and when to refer using the Children's Needs and Response continuum and ensure that if the child has an open Early Help Assessment that this information is attached as part of the referral to EHASH.**

4. Making Referrals to EHASH (Guidance for the Designated Safeguarding Lead)

(i) Child In Need/Section 17 Referrals

The DSL should look with other services as part of the Early Help Strategy to complete an Early Help Assessment

- This is a request for assessment/support/services and, as such, you **must obtain the consent** of the parent(s) (and child/young person where appropriate), this should be identified on the Assessment.
- Where a parent/child/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc., and the possibility of a Child Protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

(ii) Child Protection

Use the multi-agency referral form (MARF found at www.rbscp.org) for referrals to the Multi Agency Screening Service where it is considered that a child may be at risk of or suffering significant harm. If an Early Help Assessment is in place then this information must form part of the CP referral and the DSL completes the front sheet of the multi-agency referral form.

- You **do not require the consent** of a parent or child/young person to make a Child Protection referral
- A parent should, **under most circumstances, be informed** by the referrer that a Child Protection referral is to be made. The criteria for not informing parents are:
 - (a) Because this would increase the risk of significant harm to a child(ren), to another member in the family home or to a professional; or
 - (b) Because, in the referrer's professional opinion, to do so might impede a criminal investigation that may need to be undertaken;
 - (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

See the Rochdale Borough Multi-Agency Safeguarding Children procedures on the RBSCP website for the occasions when parents/carers should not be informed.

Fear of jeopardising a hard won relationship with parents because of a need to refer is **not** sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the referral or in any telephone contact with the Multi Agency Screening Service.

5. The EHASH Responses to Referrals and Timescales

In response to a referral, EHASH may decide to:

- Provide advice to the referrer and/or child/family;
- Refer to Early Help services;
- Undertake an assessment/ request an assessment from a single agency;
- Convene a Strategy Meeting for referrals under Section 47 of the Children Act;
- Provide support services under Section 17;
- Convene an Initial Child Protection Conference;
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;

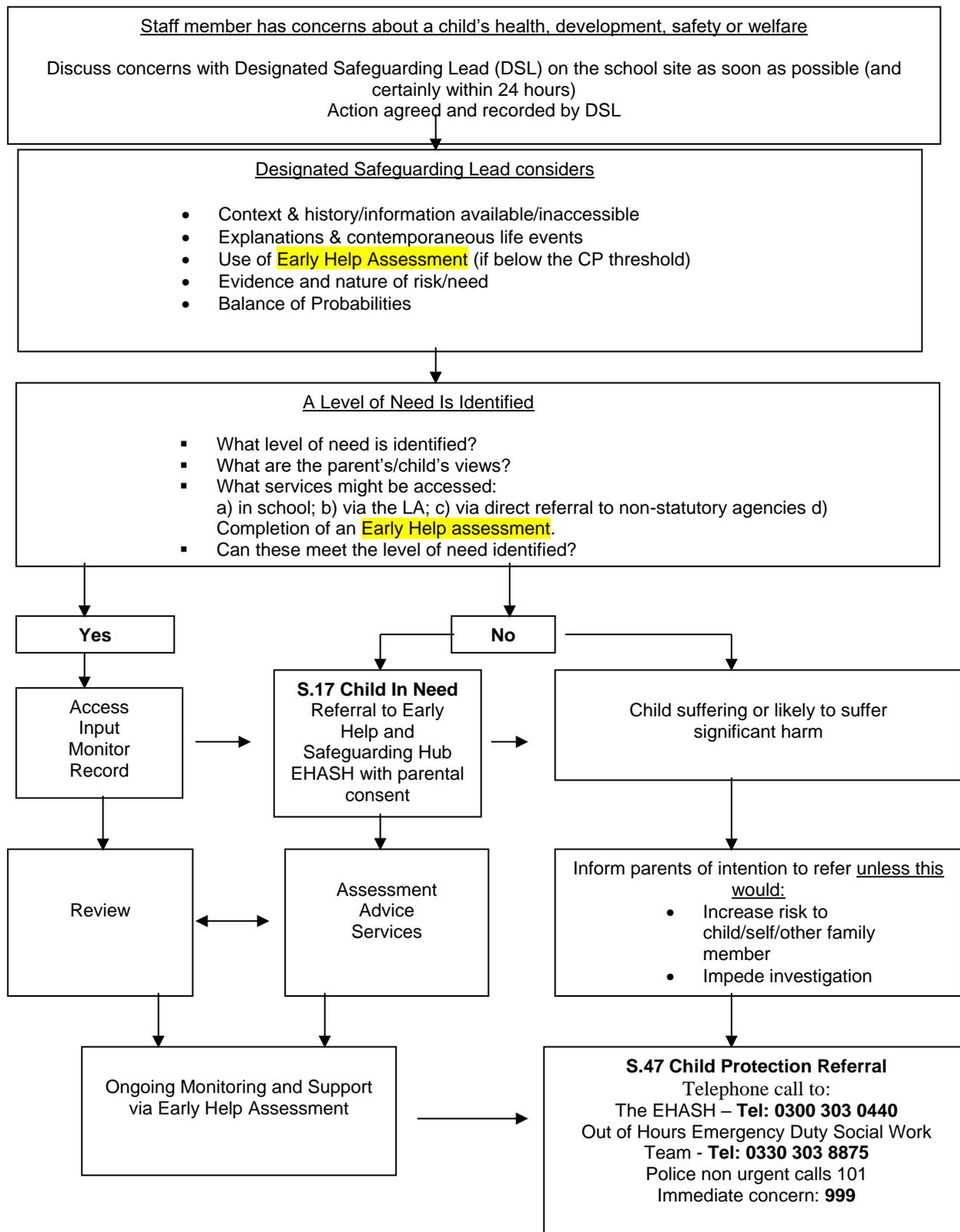
6. Feedback from EHASH

The EHASH has 24 hours within which to make a decision about a course of action in response to an urgent referral. If you do not receive any (same day) verbal feedback following an urgent Child Protection referral, and where this places school/college/a child(ren) in a vulnerable position, you should ask to speak to the relevant Team Manager at EHASH (0300 303 0440) or the Education Safeguarding Officer (01706 925179)

7. Risk Assessment 'Checklist'

- Does/could the suspected harm meet the Greater Manchester Safeguarding Children definitions of abuse?
- Child's Voice - needs, wishes and feelings?
- Are there cultural, linguistic or disability issues?
- Am I wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Are explanations consistent with injuries/behaviour?
- What is the severity and duration of any harm?
- What is the effect on the child's health/development?
- What are the immediate/longer term effects?
- Likelihood of recurrence?
- Child's perception of the harm?
- Parents'/carers' attitudes/response to concerns?
- How willing are they to co-operate – is there parental capacity to engage?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- Consider what are possibilities and what are probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

APPENDIX 1: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL/COLLEGE



The Designated Safeguarding Leads in School are: Karen Race and Linzy Brown

APPENDIX 2: TALKING AND LISTENING TO CHILDREN

If a child wants to confide in you, you **SHOULD**

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must share the information;
- Make sure that the child is ok ;
- Make a careful record of what was said (see *Recording*).

You should **NEVER**

- Investigate or seek to prove or disprove possible abuse;
- Investigate, suggest or probe for information;
- Ask leading questions of children/young people
- Confront another person (adult or child) allegedly involved;
- Speculate or accuse anybody;
- Make promises about confidentiality or keeping 'secrets';
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror, etc.;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to share the information with the correct person (the Designated Safeguarding Lead).

Children with communication difficulties, or who use alternative/augmentative communication systems

- Whilst extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

Recording

- State who was present, time, date and place (using full names and full job designations of staff);
- Be written in ink and be signed by the recorder;- logged on CPOMS
- Be passed to the DSL or Head Teacher immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- School staff have **no investigative role** in Child Protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses);
- Never prompt or probe for information, your job is to listen, record and share information;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;

- The question which you should be able to answer at the end of the listening process is 'might this be a Child Protection matter?';
- If the answer is yes, or if you're not sure, record and share immediately with the Designated Safeguarding Lead/Head Teacher/line manager.

If you do need to ask questions, what is and isn't OK?

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit, etc. e.g. Top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that '
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school/college which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc.;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school/college. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;

Think about what support **you** could access if faced with this kind of situation in school/college.

APPENDIX 3 – DEFINITIONS AND INDICATORS OF ABUSE

Reference: Working Together to Safeguard Children (DfE 2018)

Neglect: 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 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.

Examples which may indicate neglect (it is not designed to be used as a checklist):

Hunger

Tiredness or listlessness

Child dirty or unkempt

Poorly or inappropriately clad for the weather

Poor school attendance or often late for school

Poor concentration

Affection or attention seeking behaviour

Untreated illnesses/injuries

Pallid complexion

Stealing or scavenging compulsively

Failure to achieve developmental milestones, for example growth, weight

Failure to develop intellectually or socially

Neurotic behaviour

Physical abuse: 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.

Examples which may indicate physical abuse (it is not designed to be used as a checklist):

Patterns of bruising; inconsistent account of how bruising or injuries occurred

Finger, hand or nail marks, black eyes

Bite marks

Round burn marks, burns and scalds

Lacerations, wealds

Fractures

Bald patches

Symptoms of drug or alcohol intoxication or poisoning

Unaccountable covering of limbs, even in hot weather

Fear of going home or parents being contacted

Fear of medical help

Fear of changing for PE

Inexplicable fear of adults or over-compliance

Violence or aggression towards others including bullying

Isolation from peers

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

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

Sexually explicit play or behaviour or age-inappropriate knowledge
Anal or vaginal discharge, soreness or scratching
Reluctance to go home
Inability to concentrate, tiredness
Refusal to communicate.
Thrush, Persistent complaints of stomach disorders or pains
Eating disorders, for example anorexia nervosa and bulimia
Attention seeking behaviour, self-mutilation, substance misuse
Aggressive behaviour including sexual harassment or molestation
Unusually compliant
Regressive behaviour, Enuresis, soiling
Frequent or open masturbation, touching others inappropriately
Depression, withdrawal, isolation from peer group
Reluctance to undress for PE or swimming
Bruises, scratches in genital area

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

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

Over-reaction to mistakes, continual self-deprecation
Delayed physical, mental, emotional development
Sudden speech or sensory disorders
Inappropriate emotional responses, fantasies
Neurotic behaviour: rocking, banging head, regression, tics and twitches
Self-harming, drug or solvent abuse

Fear of parents being contacted
Running away / Going missing
Compulsive stealing
Masturbation, Appetite disorders - anorexia nervosa, bulimia
Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") may indicate maltreatment.

Reference: What to do if you are worried a child is being abused (DfE 2015)

Child Sexual Exploitation: Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power, sexual gratification or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

An unexpected delay in seeking treatment that is obviously needed
An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
Reluctance to give information or failure to mention other known relevant injuries
Frequent presentation of minor injuries
Unrealistic expectations or constant complaints about the child
Alcohol misuse or other drug/substance misuse
Parents request removal of the child from home
Violence between adults in the household

Disabled Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
Not getting enough help with feeding leading to malnourishment
Poor toileting arrangements
Lack of stimulation
Unjustified and/or excessive use of restraint
Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
Unwillingness to try to learn a child's means of communication

Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
Misappropriation of a child's finances
Invasive procedures

Protecting children from Radicalisation: The Prevent Duty (DfE June 2015)

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools/Colleges can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school/college is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our School/College has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Our School/College is committed to:

- Establishing a single point of contact in terms of safeguarding
- Assess risk of students being drawn into terrorism
- Develop an action plan to reduce the risk
- Train staff to recognise radicalisation and extremism
- Refer vulnerable young people to Channel
- Prohibit extremist speakers and events
- Manage access to extremist material - ICT filters
- Be confident about British Values

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times and that some may cause offence or harm to others.

We will therefore always take a considered and sensitive approach in order that we can support all of our pupils by:

- providing a safe environment for children and young people to learn and develop in our school/college setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation and taking appropriate action in accordance with the schools/colleges' Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school/college setting.
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school/college policies and procedures

Further advice is available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Female Genital Mutilation & the Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. As a school/college, we acknowledge that it will be rare for teachers to see visual evidence, and clearly they must not examine pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty commenced in October 2015 and teachers must report cases where they discover that an act of FGM appears to have been carried out to the police on the non-emergency 101 number. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school/college's designated safeguarding lead and involve children's social care as appropriate.

Further guidance is available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/525390/FGM_safeguarding_report_A.pdf

Children Missing Education (DfE statutory guidance) September 2016

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Our school/college follows Rochdale Council CME guidance which outlines Rochdale Borough Council's systems for identifying and maintaining contact with children missing from education and the steps taken to identify those at risk. As part of this process, school investigates unexplained absences and reports attendance to the Local Authority.

Further guidance is available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Forced Marriage & Honour Based Violence

Forced marriage is a human rights abuse. It can constitute both child abuse and sexual abuse. The United Nations considers it a form of trafficking, sexual slavery, and exploitation. Some, however, still see it as a private, personal, domestic, family, religious, or cultural issue.

A clear distinction must be made between a **forced** marriage and an **arranged** marriage. The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the child/young person.

Forced marriage, whether a religious or civil ceremony, cannot be justified on religious grounds. Every major faith condemns it and freely given consent is a prerequisite of Christian, Jewish, Hindu, Muslim and Sikh marriages

In forced marriage, one or both spouses do not consent to the marriage and some element of duress is involved. Duress includes both physical and emotional pressure and abuse.

Forced marriage is primarily, but not exclusively, an issue of violence against females. Most cases involve young women and girls aged between 13 and 30, although there is evidence to suggest that as many as 15% of victims are male. The school/college follows Rochdale Multi-Agency Safeguarding Children procedures for cases of dealing with forced marriage for a child/young person under 18 years of age and any individual in school/college who receives information, or has reason to believe that a child/young person is at risk of or subject to a forced marriage, should speak with the DSL in school/college who should then make a CP referral to EHASH in line with the procedures.

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture.

Further guidance is available at:

http://greatermanchesterscb.proceduresonline.com/chapters/p_force_marriage.html

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

There is a strong commitment from all key partners under the banner of Project Phoenix to improve our collective knowledge and understanding of child sexual exploitation in Greater Manchester and to develop a consistent and effective approach to identifying and responding to it. Therefore Phoenix has agreed to use the definition developed by the Children's Society in collaboration with young people, which is:

'Someone taking advantage of you sexually, for their own benefit. Through threats, bribes, violence, humiliation, or by telling you that they love you, they will have the power to get you to do sexual things for their own, or other people's benefit or enjoyment (including: touching or kissing private parts, sex, taking sexual photos)'

As in all cases, concerns that a child may be at risk of sexual exploitation will be discussed with the education establishment's DSL and a decision made as to whether there needs to be consultation with and a CP referral to Rochdale MASS.

Rochdale has a dedicated CSE team - 'Sunrise' based within the EHASH and this team tackles sexual exploitation and related harm in the borough of Rochdale. <http://www.thesunriseteam.co.uk/>

The team includes professionals from the police, children's social care, sexual health and Early Break. They provide a safe and confidential environment where young people can go for help, advice and support. Children are offered a range of therapeutic interventions including one-to-one counselling, group-work sessions and drop-in support.

They also remind people about child sexual exploitation, so they know what it is and that it's happening. Working with schools we deliver preventative education programmes and provide specialist training to professionals so they know what signs to look out for.

Further information is available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Private fostering

A private fostering arrangement is one that is made without the involvement of a local authority for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. The legislation governing private fostering is the 'Children (Private Arrangements for Fostering) Regulations 2005'

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- teenagers estranged from their families

There may also be private foster care arrangements for the following reasons;

- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families
- trafficked children

Private fostering arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group.

Current arrangements for the regulation of private fostering originate from concern following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt. Arrangements were codified in the Children Act 2004. Following this, the Children (Private Arrangement for Fostering) Regulations 2005 set out the duties of local authorities in their arrangements for private fostering, and national minimum standards for local authorities were published in 2005.

In January 2014, Ofsted published a report called '[Private fostering: better information, better understanding](#)'. From a safeguarding perspective, the report's findings gave much cause for concern. Many private fostering arrangements are 'hidden' and, it appears, are rarely brought to the attention of local authorities, even though there it is an offence not to inform them. The penalty for non-reporting is a maximum £5,000 fine, but it seems that convictions are extremely rare.

Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness of the need to notify the local Children's Services department and

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schools have a vital role within this, as the people who see children and families on a day to day basis.

Further information is available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf



COVID-19 school closure arrangements as addendum to the Safeguarding and Child Protection at

St Gabriel's CE Primary School

School Name: St Gabriel's CE Primary School

Policy owner: Mrs Linzy Brown

Date: 16th February 2021

Date shared with staff: 23rd February 2021

Scope and context

This addendum applies during academic year 2020/21, following previous school closure due to COVID-19. It has been reviewed in January 2021, in light of the national lockdown that is currently in place and reflects updated advice from our 3 local safeguarding partners and Rochdale LA. It should be read in conjunction with our school safeguarding policy.

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

Keeping Children Safe in Education

Throughout the period of pandemic, we continue to have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#)

Although our school needs to operate in different ways in order to manage risks associated with Covid 19, we always follow these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they must act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times during term
- School takes all reasonable precautions to prevent unsuitable people entering the school workforce or gaining access to children
- Children should continue to be protected when they are online

We will take a whole institution approach to safeguarding and will ensure that new policies and ways of working in response to COVID-19 do not weaken or undermine safeguarding, which remains at the heart of our school ethos.

Safeguarding all children

Staff and volunteers are aware that the period of lockdown and ongoing uncertainties attributed to the pandemic could put all children at greater risk. Staff and volunteers at our school will be alert to any signs of abuse, trauma or effects on pupils' mental health that are also safeguarding concerns, and will act on concerns immediately in line with the school procedure. This includes any concerns about peer on peer abuse, in which event school will continue to follow the principles set out in part 5 of Keeping Children Safe in Education and our school procedures.

All staff and volunteers will refer safeguarding concerns about a child to the DSL to seek advice and share information. This will apply for children that are attending school and for any children that may be at home.

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, which includes making a written record via CPOMS which can be done remotely. If a member of staff cannot access their school's recording mechanism, they should email the concern to the Designated Safeguarding Lead and Headteacher. This will ensure that the written record is received and can be actioned.

DSL/ DDSL arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. If our DSL (or deputy) can't be in school, they can be contacted remotely via phone on **07709712710**. Our DSL will continue to engage with social workers, and attend all multi-agency meetings, which may take place remotely.

If there are occasions where there is no DSL or deputy DSL on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be [Miss Andrew, part time Deputy Head].

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

- Identify the most vulnerable children in school and deal with any concerns and disclosures
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

In the event that we do not have DSL cover available due to staffing shortages, school will notify Gillian Barratt, Head of Schools and Claire Heap, Education Safeguarding Officer, so that arrangements can be considered for sharing resource with another school.

We will keep all school staff and volunteers informed if there is any change to the DSL (or deputy) on any given day, and how to contact them.

Children's mental health

Staff and volunteers are aware of the possible effect that the pandemic and/or other events or circumstances that a child may experience, may have had on their mental health. School will continue to offer support in relation to the mental health of all pupils.

Staff will look out for behavioural indicators, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, and will share information with the DSL to help identify where support may be needed.

School will signpost pupils, parents/carers and staff to resources and services to support good mental health.

Online safety

We will continue to provide a safe environment for children, including online. Our school uses an online filtering system and the DSL has responsibility for monitoring any concerning usage and addressing this with individuals. Where students are using computers in school, appropriate supervision will be in place.

Where staff are interacting with children online, they will continue to follow the guidance for safe working practice and appropriate use of IT policy.

When selecting platforms for online / virtual teaching, school will ensure the provider has an appropriate level of security. Wherever possible, staff will use school devices and contact pupils only via the pupil school email address / login so that the filtering and monitoring software is enabled.

In deciding how to provide home learning for pupils, our school will take into account issues such as accessibility within the family home, the mental health and wellbeing of children, including screen time, the potential for appropriate behaviour by staff or pupils, staff access to the technology required, etc. Online platform learning will be timetabled during the school day and senior staff, DSL and / or heads

of department should be able to drop into any virtual lesson at any time – the online version of entering a classroom.

All staff who interact with children via school learning platforms or online learning will continue to look out for signs a child may be at risk. Any such concerns will be handled as per the Safeguarding and Child Protection Policy and where appropriate, referrals will be made to children's social care and as required, the police.

Online teaching and interactions between school staff and children will follow the same principles as set out in the Guidance for Safe Working Practice/ code of conduct. Our school will consider the following when delivering virtual lessons, especially those including the use of webcams;

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred where possible.
- Language must be professional and appropriate, including any family members in the background.
- Resources/videos must be age appropriate – the child may not have support immediately to hand if they feel distressed or anxious about content
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

It is the responsibility of the staff member to dynamically risk assess safeguarding issues during online lessons, in exactly the same way as they would do in a classroom. Staff must raise any issues of suitability [of dress, setting, behaviour] with the child and/or parent immediately and end the online interaction if necessary.

We will provide information for parents and carers to:

- Raise their awareness of the potential risks to children online and the importance of staying safe when online
- Inform them 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
- Make them aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Signpost them to where else they can go for support and information to keep their children safe online

Monitoring attendance

We will continue to take our attendance register. We will follow guidance from the Department for Education on how to record attendance (including for pupils learning remotely) and what data to submit.

During the national lockdown, only vulnerable children and children of critical workers will attend school in person. Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by [add details of how you'll do this
- Notify their social worker, where they have one

- Escalate any safeguarding concerns we may have to EHASH and/or partner agencies

Our school has taken reasonable steps to obtain up-to-date emergency contact details from parents and carers and outlined the importance of us being able to make contact during the school day, in the event of a child needing to be collected if they become symptomatic or a bubble needs to isolate. We request more than one emergency contact for each child and regularly remind families to inform us if their contact information changes in our newsletters and on our school website.

Contact plans

We will continue to utilise our contact plan at Appendix A to retain regular contact with all children on the school roll during any circumstances where children are not attending school due to isolating, or during periods of partial/full lockdown. The contact arrangements will form part of our school contingency plan.

School will consider which tier each child sits within and will follow their contact plan to determine;

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

When contacting families, staff and volunteers will look out for concerning signs like:

- Children not completing assigned work or logging on to school systems
- No contact established with children or families
- Children seeming distressed or withdrawn during any class check-ins or video calls

We will agree contact plans with children's social care where relevant, and will review them at regular intervals. Where there are concerns arising from contact or where school is unable to make contact with a family after utilising different attempts, we will seek advice from the allocated social worker if applicable, or EHASH, via telephone consultation.

If staff need to contact a pupil or parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use 'caller withheld' to ensure the pupil/parent is not able to identify the staff member's personal contact details.

Recruiting new staff and volunteers

We recognise the importance of robust safe recruitment procedures and take all reasonable steps to ensure that adults and volunteers who work in our school are safe to work with children. We therefore continue to follow our safer recruitment procedure and part 3 of Keeping Children Safe in Education throughout the pandemic period.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we may consider, after seeking HR Advice, initially accepting 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.

Similarly, temporary measures allow right to work checks to be carried out by verifying scanned documents on a video call. If we need to take this approach, we will take HR advice and follow [Home Office and Immigration Enforcement guidance](#).

We will continue to do all of our usual checks on new volunteers, and will 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. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks, as well as seeking advice from the Local Authority if this became necessary due to staffing shortages.

Keeping records of who's on site

We will use the single central record to log:

- Everyone working or volunteering in our school each day, including any staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

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 and our allegations management policy and will act on any concerns about professionals – whether those concerns are about staff/volunteers working on the school site or remotely.

We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals will be made by emailing Misconduct.Teacher@education.gov.uk

Safeguarding induction and training

We will make sure staff and volunteers are aware of changes our Covid 19 risk assessment and related changes to our procedures and arrangements.

All staff and volunteers will continue to receive;

- A safeguarding induction for new starters
- A copy of our safeguarding and children protection policy (along with this addendum)
- Part 1 and Annex A of Keeping Children Safe in Education
- Basic safeguarding training every 3 years, which may take place online

- Regular safeguarding updates provided by the DSL, at least on an annual basis

We will decide on a case-by-case basis what level of safeguarding induction any 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

DSL training

The DSL (and deputy) must do what they reasonably can to keep up to date with safeguarding developments, such as attend virtual network/ training facilitated by the LA and/or safeguarding partners, read newsletters and participate in professional advice groups.

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 safeguarding and child protection information.

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

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

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this. We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

Monitoring arrangements

This policy addendum will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated. At every review, it will be approved by the full governing board.

Safeguarding contact with students during full/partial school closure or when children are isolating

This is a guide to help you consider the best way to support children and families. An assessment of your staff resources and the needs of your families will be required to consider the feasibility of the plan. There is also the understanding that this procedure may need to be reassessed regularly due to the rapidly changing situation.

Aim

- Ensure **all** pupils have contact from school, according to need
- Learning can continue at home through work provided, in line with school's contingency plan
- All vulnerable families have additional contact and support with any concerns reported and recorded, in co-ordination with children's social care.

In the first instance, school needs to assess which children would fall into the different tiers:

Current cases where there is CSC involvement: Tier 1

These are the children that meet the DfE definition of 'children with a social worker'

- If possible, speak to the child to gain their wishes and feelings regarding support needed.
- On the days that these children are attending school, no further action is required
- On the days that they are absent, usual absence procedures for these children should be followed – ie phone call home to ascertain their whereabouts and welfare and informing the social worker of the absence.
- Where the absence is repeated, consultation should be undertaken with children's social care (CSC) to assess and agree;
 - Who will see the child/ren and how often.
 - Regularity of telephone contact and by whom
- If school is unable to make contact with family or has any concerns arising from contact, CSC must be informed.
- School safeguarding team to continue to liaise with all necessary professionals via email/phone. If any information is received by school, eg domestic violence notification, this must be shared with the social worker.
- School to attend any virtual Child Protection conferences, review meetings etc unless advised otherwise
- Staff to use school safeguarding system eg CPOMS to record and report

Vulnerable families – this may include those on EHA or other families where school is aware of other vulnerabilities: Tier 2

- If possible, speak to the child to gain their wishes and feelings regarding support needed.
- For those children who are attending, no further action is required on the days that they are present
- For those who are not attending, agree and record a clear plan with any involved partner agencies for:
 - Regularity of contact and by whom – We suggest school to contact twice a week dependent upon needs of the child/family and capacity within school
- If school is unable to make contact with family or has any concerns arising from contact or other information received, eg domestic violence notification, EHASH should be consulted via telephone for advice.

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- School safeguarding team to continue to liaise with all necessary professionals via email/phone.
- School to attend any planned meetings unless advised otherwise.
- Staff to use school safeguarding system eg. CPOMS to record and report

Remaining pupils on roll: Tier 3

- For all children who are not attending school due to isolating or lockdown requirements, irrespective of whether they previously had known vulnerabilities, school has a responsibility to ensure they are safe. Therefore, school will need to maintain regular contact with children if they are unable to attend school due to Covid restrictions. This may include school conducting doorstep welfare checks where appropriate. If school is unable to make contact with a family, or has concerns arising from contact, EHASH is to be consulted for advice.
- Reiterate the same messages you would give to children about their safety during a school holiday, i.e places of safety, trusted adults and helpline numbers. These messages and contact numbers should be on your website for children to locate should they require them.
- If possible, ask children to speak to a member of staff if they are concerned for their safety or wellbeing in any way during this period.
- Ensure that the school website promotes services such as Childline, Kooth or any others that may be valuable to children out of contact with school.
- Any children who disclose information that identifies them as vulnerable should be moved into tier 2 category.
- Staff to use school safeguarding system eg CPOMS to record and report any concerns.

Named contacts

- Pupils identified in tier 1 and 2 should be allocated a designated member of the safeguarding team, according to the agreed individual plan
- Other pupils should be allocated to a teaching or support member of staff for them to retain contact with. **ALL CHILDREN SHOULD HAVE REGULAR CONTACT WITH SCHOOL.**
- All contact should be undertaken in line with Guidance for Safe Working Practise.
- No personal information for pupils to be taken from the premises (paper copies etc)
- Any cause for concern must be recorded and reported through the school safeguarding system unless there is an immediate danger/safety risk in which case staff must contact the named DSL and EHASH/ emergency services as appropriate.