

Camp Hill Primary School

Child Protection and Safeguarding Policy 2021/2022



Date of publication: September 2021	Next Review Date: September 2022
-------------------------------------	----------------------------------

Table of Contents

Child protection and safeguarding policy	1
Policy statement and principles	4-6
Child protection statement	4-5
Policy principles	5-6
Policy Aims	6
Safeguarding Legislation and guidance	7-8
Roles and responsibilities	8-13
The Designated Safeguarding Lead	8-10
The Deputy Designated Safeguarding Lead	11
The governing body	11-12
The Headteacher	12-13
Good practice guidelines and staff code of conduct	13-14
Abuse of position of trust	14
Children who may be particularly vulnerable	14-15
Children with special educational needs and disabilities or who have mental health needs	15-16
Early Help and use of the Pathway to Change process	16-18
Attendance	18
Children Missing Education	18-20
Children who run away or go missing from home or care	21
Helping children to understand and recognise risk and identify available support	22-23
Support for pupils, families and staff involved in a child protection issue	23
Complaints procedure	23-24
Staff reporting concerns about a colleague or other adult who works with children (whistleblowing)	24-25
Managing Allegations against staff	25-26
Staff training	26-28
Safer Recruitment	28-30
Site security	30
Behaviour management	30-33
Searching	31
Record Keeping	32-33
Confidentiality and information sharing	33-35
Extended school and off-site arrangements	35
Photography and images	36
Online Safety	36-40
Safeguarding pupils in online learning and communication between staff and pupils	38-40

Child Protection procedures	1-6
Recognising abuse	1
Physical abuse	1
Emotional abuse	1-2
Sexual abuse	2
Neglect	2
Indicators of abuse	2-3
Impact of abuse	3
Taking action	4
If a member of staff or volunteer is concerned about a pupil's welfare	4
If a pupil discloses to a member of staff or volunteer	4-6
Notifying parents	6
Making a Referral to Children's Social Care	7
Statutory assessments	7
Submitting child protection referrals	7-8
Staff reporting directly to child protection agencies	8-9
What will Children's Social Care do?	9
Bullying, peer on peer abuse and harmful sexual behaviour	9-23
Peer on peer sexual violence and harassment	11-20
Youth produced sexual imagery ('sexting')	20-23
Serious violence	23
Contextual Safeguarding	23-24
Child sexual exploitation CSE and child criminal exploitation CCE	24-27
County Lines	27
So-called 'honour based' abuse	27-29
Female Genital Mutilation (FGM)	28-29
Forced Marriage	29
Protecting children from radicalisation and extremism	29-31
Children who are looked after, were previously looked after or who have a social worker	32
Children with a social worker	32
Care leavers	32
Private Fostering arrangements	32-33
Related safeguarding portfolio policies	33-34
Domestic Abuse	34-35
Homelessness	35
Special Circumstances	35-37
Alternative provision	35-36
Work experience	36
Children staying with host families	36
Boarding schools and Children's homes	36

Children and the court system	36
Children with family members in prison	37
Local issues	37
Appendices	38-41

Reviewed by:
<p>Designated Safeguarding Lead: Louise Barrass Date: 02.09.21</p> <p>Deputy Designated Safeguarding Lead/s: Diane Temple, Jackie Wood & Rachel Whittingham Date: 02.09.21</p> <p>Headteacher: Louise Barrass Date: 02.09.21</p> <p>Nominated Governor: Andrew Parker Date: 20.09.21</p>

1. Policy statement and principles

At Camp Hill Primary our ethos is to provide every individual child with rich, creative and inclusive experiences which prepare them for a lifetime of learning and challenges through our warm, caring and compassionate approach, we will support and nurture every unique and special member of the Camp Hill family.

The 6 Key Principles:

- *To create a safe and secure environment where all stakeholders feel confident, valued and respected.*
- *To promote good team work through open and honest communication and a sense of shared responsibility.*
- *To foster a culture of celebration where all successes are praised.*
- *For all stakeholders to be aware of and instrumental in promoting a shared ethos.*
- *To provide challenge at all levels in a professional and caring manner.*
- *To instil a passion for learning in all stakeholders that lasts a lifetime.*

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with statutory guidance and those of the locally agreed multi-agency safeguarding arrangements put in place by Warwickshire Safeguarding Partnership (WS).

Policy principles:

- Safeguarding is everyone's responsibility. All practitioners regardless of their role are, professionally, accountable for their actions and decision making in relation to keeping children safe. (Early help to Safeguarding)
- All DSLs should access Warwickshire's Early Help Pathway to Change training.
- The school/college's responsibility to safeguard and promote the welfare of children is of paramount importance.
- All children, regardless of age, gender, ability, culture, race, language, religion, or sexual identity, have equal rights to protection.
- Children who are safe and feel safe are better equipped to learn.
- This school/college is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All adults at the school/college are required to take all welfare concerns seriously and to encourage children and young people to talk to them about anything that worries them. Staff will always act in the best interests of children.
- Due to their day-to-day contact with pupils, staff in school/college are uniquely placed to observe changes in children's behaviour and the outward signs of abuse, neglect, exploitation, and radicalisation. Children may also turn to a trusted adult in school/college when they are in distress or at risk. It is vital that all school/college staff are alert to the signs of abuse, are approachable and trusted by pupils/students, listen actively to children, and understand the procedures for reporting their concerns. The school/college will act on identified concerns and will provide early help to prevent concerns from escalating.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school/college.
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care and/or the Police immediately. **Anybody can make a referral.** If the child's situation does not appear to be improving, any staff member with concerns should contact the Designated Safeguarding Lead (DSL) for re-consideration.
- If a member of staff remains concerned about a child, they can discuss their concerns with the head teacher, another DSL or contact the Integrated Front Door (Previously known as Education Lead) for additional advice as necessary (contact details in section 28 below).
- Pupils and staff involved in child protection issues will receive appropriate support.
- This policy will reference online abuse and abuse that will take place in person, please be aware that they are not mutually exclusive, and children can experience these types of abuse

simultaneously.

- This policy will refer to harassment. Harassment is determined legally as behaviour from one person towards at least one other which is intended to cause alarm or distress. Sexual harassment is meant, in the context of this policy, as unwanted conduct of a sexual nature, whether occurring online or offline
- This policy will be reviewed at least annually, unless an incident, new legislation or guidance suggests the need for an interim review. Representatives of the whole school/college community of pupils, parents, staff, volunteers, and governors will be involved in reviewing, shaping, and developing the school/college's safeguarding arrangements and child protection policy.

Policy aims:

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities;
- To ensure consistent good practice;
- To demonstrate the school/college's commitment with regard to safeguarding and child protection to pupils, parents, and other partners;
- To contribute to the school/college's safeguarding portfolio.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment; preventing the impairment of children's mental and physical 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 at risk of suffering significant harm.

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.

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.

2. Safeguarding legislation and guidance

Academies, free schools, independent schools, alternative providers of education - Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to

have arrangements to safeguard and promote the welfare of children who are pupils at the school.

The **Teachers' Standards** state that teachers, including headteachers, must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; and uphold public trust in the teaching profession as part of their professional duties.

The statutory guidance **Working Together to Safeguard Children** (DfE 2018) covers the legislative requirements and expectations of individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for the three local safeguarding partners (the local authority; a clinical commissioning group for an area, any part of which falls within the local authority; and the chief officer of Police for a Police area, any part of which falls within the local authority area) to make arrangements to work together to safeguard and promote the welfare of local children including identifying and responding to their needs. The guidance confirms that it applies, in its entirety, to all schools.

- The statutory guidance **Keeping Children Safe in Education** (DfE 2021) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.
- Otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, maintained nursery schools unless and pupil referral units.
- 'College' means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992, institutions designated as being within the further education sector and providers of post 16 Education as set out in the Education and Training (Welfare of Children) Act 2021: 16-19 Academies, Special Post-16 institutions and Independent Training Providers. For colleges, the guidance relates to their responsibilities towards children who are receiving education or training at these institutions

All staff must read Part One of **Keeping Children Safe in Education** 2021. Staff can find a copy in school [*INSERT as appropriate - in the office/staff room etc.*]. In addition, all staff who work directly with children must read Part Five and Annex A (*schools to make a judgement about which staff this applies to - as a minimum, it is recommended that it includes all school leaders, all classroom-based staff and all staff with defined pastoral responsibilities*).

What to do if you're worried a child is being abused 2015 - Advice for practitioners is non-statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action (*specify where staff will find a copy of this advice*).

3. Roles and responsibilities

Key personnel

The **Designated Safeguarding Lead (DSL)** is Louise Barrass

Contact details: email: head2640@welearn365.com

Tel: 02476 383230

The deputy Designated Safeguarding Leads are Diane Temple & Rachel Whittingham

Contact details: email: temple.d@welearn365.com & Whittingham.r@welearn365.com

Tel: 02476 383230

Other staff trained to undertake the functions of the Designated Safeguarding Lead are

NB this must be somebody who has been trained to the same standard as the DSL:

Jackie Wood

Jodie Cartwright

Contact details:

Email: wood.j10@welearn365.com

Tel: 02476 383230

Email: cartwright.j@welearn365.com

[Tel: 02476 383230](tel:02476383230)

The Designated Safeguarding Lead (DSL):

- is a senior member of staff from the school/college's leadership team and therefore has the status and authority within the school/college to carry out the duties of the post, including committing resources and supporting and directing other staff
- takes lead responsibility for safeguarding and child protection (including online safety) in the school/college, which will not be delegated although the activities of the DSL may be delegated to appropriately trained deputies. The role and responsibility are explicit in the role holder's job description
- is appropriately trained (including Prevent training), receives refresher training at two-yearly intervals and regularly, (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role
- acts as a source of advice, support, and expertise to the school/college community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need; those with special educational needs; children who are looked after or were previously looked after; children who have a social worker; and

young carers; and oversees the provision of effective pastoral support to all of those children, promoting their educational outcomes by sharing information about their welfare, circumstances and needs with teachers and other staff as appropriate

- works closely with pastoral support staff; the SENCo; the designated teacher for children who are looked after or were previously looked after; staff with designated responsibility for promoting children's mental health and emotional wellbeing; the ICT lead and any ICT support staff; and school nurses in relation to safeguarding matters (including online and digital safety) and whether to make referrals to relevant partner agencies
- has a working knowledge of locally agreed multi-agency safeguarding arrangements and procedures put in place by WS
- has an understanding of the early help process by attending WCC's early help training to ensure effective support, assessment and understanding of children's additional needs to inform appropriate provision of early help and intervention
- keeps detailed and accurate written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the pupil's general file
- refers cases of suspected abuse to Children's Social Care or the Police as appropriate; and, where a crime may have been committed, refers cases to the Police
- refers cases using the prescribed pro forma to Children's Social Care and the Prevent policing team for a joint assessment where there is a concern that a child is at risk of radicalisation; and to the Channel panel if subsequently advised to do so
- ensures that staff do everything they can to support social workers and contribute to assessments of children when Children's Social Care become involved
- notifies Children's Social Care if a child with a child protection plan is absent without explanation at intervals as defined in the plan
- ensures that, when a pupil under the age of 18 years leaves the school/college, all child protection records are passed to the new school/college (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the pupil's social worker is also informed
- considers whether to share any information about a child leaving the school with the receiving school/college/education provider in advance so that the receiving setting is appropriately informed in order to support the child as effectively as possible and plan for her/his arrival
- attends and/or contributes to child protection conferences, strategy meetings and multi-agency exploitation meetings
- co-ordinates the school/college's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings
- develops effective links with relevant statutory and voluntary agencies including Warwickshire Safeguarding
- ensures that all staff sign to indicate that they have read and understand the child protection and safeguarding policy; the staff behaviour policy (code of conduct); the behaviour policy; the school/college's safeguarding response to children who go missing from education; the role of the DSL (including the identity of the DSL and any deputies); and Part 1 of *Keeping Children Safe in Education 2021* (and also Part 5 and Annex B of *Keeping Children Safe in Education*

2021 in relation to staff who work directly with children)

- ensures that all staff understand that if they have **any concerns** about a child's welfare, they should act on them immediately, either by speaking to the DSL (or a deputy) or, in exceptional circumstances, taking responsibility to make a referral to Children's Social Care
- ensures that all staff know how to make a referral as in sections 27-29 of this policy
- has a working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted in sections 31-54 (pages 11-16) and Annex B (page 125) of *Keeping Children Safe in*

Education 2021, ensuring that all staff receive necessary training, information and guidance

- understands the unique risks associated with online safety and ensures that staff are trained to have the requisite knowledge and up to date capability to keep children safe whilst they are online
- understands the relevance of data protection legislation and regulations, especially the Data Protection Act 2018 and General Data Protection Regulation (GDPR) in respect of safeguarding children
- ensures that the child protection and safeguarding policy and procedures are reviewed and updated at least annually, working with the whole school/college community of pupils, parents, staff, volunteers, and governors and/or proprietors regarding this
- liaises with the nominated governor and headteacher (where the DSL role is not carried out by the headteacher) as appropriate
- informs the headteacher of any serious safeguarding enquiries, especially under section 47 of the Children Act 1989 and any Police investigations (where the DSL role is not carried out by the headteacher)
- keeps a record of staff attendance at child protection training
- makes the child protection and safeguarding policy available publicly, i.e. on the school/college's website or by other means
- ensures parents are aware of the school/college's role in safeguarding and that referrals about suspected abuse and neglect may be made
- ensures that the school/college holds more than one emergency contact number for every pupil/student
- ensures that the headteacher is aware of the responsibility under *Working Together 2018* to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer (DO) in the Local Authority within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate

The Deputy Designated Safeguarding Lead(s)

Is/are appropriately trained to the same standard as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. The role and responsibility are

explicit in the role holder's job description. In the event of the long-term absence of the DSL, the deputy will assume all the functions of the DSL as above.

The governing body

- appoints a Designated Safeguarding Lead who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSL role is explicit in the role holder's job description (and also the job description of any Deputy Designated Safeguarding Leads) and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer
- ensures that the DSL or a Deputy DSL is always available during school or college hours for staff to discuss any safeguarding concerns. The DSL or a Deputy DSL will generally be expected to be available in person but in exceptional circumstances availability will be via telephone and/or Skype or other such media
- ensures that the DSL or a Deputy DSL is always available at least via telephone or other media as above during any out of hours/out of term school activities
- ensures that the school/college has a child protection policy and procedures, including a staff code of conduct, that are consistent with local safeguarding partnership and statutory requirements, reviewed annually and made available publicly on the school's website or by other means
- ensures that the school/college has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the headteacher and allegations against other children
- follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children and disqualification from providing childcare regulations
- develops an induction strategy that ensures all staff, including the headteacher, and volunteers receive information about the school's safeguarding arrangements, Staff Behaviour Policy (Code of Conduct) and the role of the DSL on induction
- develops a training strategy that ensures all staff, including the headteacher, and volunteers receive appropriate and regularly updated safeguarding and child protection training (including online safety) and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively in line with any requirements of WS. The training strategy will also ensure that the DSL receives refresher training and regular updates as defined under the DSL's duties above
- ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the school's child protection and safeguarding policy and Staff Behaviour Policy (code of conduct) before they start work at the school
- appoints a designated teacher to promote the educational achievement of children who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales; and ensures that the designated teacher has appropriate training

- ensures that the school/college contributes to inter-agency working and plans
- ensures that the school/college provides effective pastoral care and participates in the early help Pathway to Change process for pupils/students with additional needs in order to provide a co-ordinated offer of early help
- teaches pupils about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum

The governing body nominates a member (normally the chair) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the headteacher.

The governing body also identifies a named governor to take leadership responsibility for the school/college's safeguarding arrangements. That governor will maintain regular contact with the DSL and will ensure that the governing body receives regular reports about safeguarding activity at the school/college.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the Local Authority, local safeguarding partnership and national guidance.

*NB Sole proprietors of schools that do not have a governing body should note and act in accordance with Footnote 143 in Annex C (page 145) of Keeping Children Safe in Education 2021 in order to ensure that the appointed Designated Safeguarding Lead (DSL) is able to discharge that role with sufficient **independence**, particularly in relation to any allegations involving the proprietor or members of the proprietor's family.*

The school will submit a response to WS's annual schools' safeguarding audit. This will highlight how the governing body's duties have been carried out. An action plan will be drawn up and any weaknesses will be rectified in accordance with that plan.

The headteacher:

- ensures that the child protection policy and procedures are understood and implemented by all staff
- allocates sufficient time, training, support, and resources, including cover arrangements when necessary, to enable the DSL and deputy/s to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- supports the designated teacher for looked after children to promote the educational achievement of any pupils who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales
- ensures that all staff have the skills, knowledge and understanding necessary to keep looked after and previously looked after children safe

- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedure
- ensures that the culture of the school/college supports the provision of effective pastoral care and early help
- ensures that staff do everything they can to support social workers when Children's Social Care become involved
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum
- refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer in the Local Authority within one working day prior to any internal investigation
- ensures that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Designated Officer
- appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made

4. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards pupils, we identify standards of good practice and set out our expectations of staff in the staff behaviour policy, which all members of staff and volunteers are required to read and sign before starting work in the school. In summary, our expectations of staff include:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful, and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse and neglect and exploitation
- recognising that challenging behaviour and mental health difficulties may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, criminal and sexual exploitation, extremism, online safety, and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- *not participating in, tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".*

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; and
- challenging behaviours (potentially criminal in nature) which constitute sexual harassment, such as grabbing bottoms, breasts, and genitalia, flicking bras, and lifting skirts
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse by applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures and WS guidance
- referring all concerns about a pupil's safety and welfare to the DSL or, if necessary, directly to the Police or Children's Social Care
- following the school's rules regarding communication and relationships with pupils, including via social media
- referring all allegations against members of staff, volunteers or other adults that work with children and any concerns about breaches of the Staff Behaviour policy directly to the headteacher; and any similar allegations against or concerns about the headteacher directly to the chair of governors.

5. Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

6. Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances.

To ensure that all our pupils receive equal protection, we will give special consideration to children who are:

- disabled, have special educational needs or have mental health needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the Local Authority, otherwise living away from home or were previously looked

after

- in receipt of support and services from a social worker
- vulnerable to being bullied, or engaging in bullying behaviours
- living away from home or in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, or sexuality
- at risk of child sexual exploitation (CSE) and/or child criminal exploitation
- at risk from or are involved with serious violent crime
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children and parents/carers with communication needs.

7. Children with special educational needs and disabilities or have mental health needs

Children with special educational needs (SEN), disabilities or who have mental health needs can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or mental health issues without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming those barriers.

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded; and are aware that mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are not expected or trained to diagnose mental health conditions or issues but they will record and report any concerns about a child's mental health to the Designated Safeguarding Lead as with any other safeguarding concern, recognising that mental health concerns may be an outcome and/or indicator of wider safeguarding issues and concerns.

8. Early Help and use of the Pathway to Change process

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating.

The school recognises that providing timely early help is more effective in promoting the welfare of children than reacting later. DSLs are accountable and responsible for ensuring the identified needs of children are acted upon early, without delay and as soon as the problem emerges which may be at any point in a child's life.

Keeping Children Safe in Education 2021 emphasises that **all** staff should be aware of the early help process and understand their role in it. All DSLs should be trained in the Warwickshire Early Help Processes. All school/college staff are therefore trained and required to notice any concerns about children which may help to identify those that would benefit from early help.

Schools should record concerns using their designated safeguarding recording systems (see section 21 below); and to share their concerns with the Designated Safeguarding Lead (or a Deputy DSL), who is most likely to have a complete picture and be the most appropriate person to decide how best to respond to any concerns. The DSL may delegate the initiation of the Early Help Pathway to Change process to an appropriate trained member of the school staff. The DSL is responsible and accountable for overseeing and managing Early Help but the process including acting as lead professional can be undertaken by, for example your TA's, SENDCo, teaching staff, pastoral staff, seen to be appropriate for your setting.

Early help might be simple pastoral support and something the school/college is able to address with parents so that the child's needs are met quickly and easily. The school/college will keep a record of any such help to record clear targets, actions for all parties including parents/carers and progress, using WCC Pathway to Change documentation as appropriate. Early Help paperwork is available for schools/ settings to use in order to support families prior to the requirement of formalised Early Help being initiated. The Spectrum of Support document 2021 will enable practitioners to understand the level of needs presented by families and what support may be required. The document can be found [here](#).

It will be necessary to take time to understand a child and family's needs and to fully appreciate their circumstances in a more structured way. Children and families may also need support from a range of local agencies beyond school/college, where it has been identified that a multi-agency coordinated response would best meet their needs and support their family, with parental consent.

The Early Help Pathway to Change is a restorative approach which helps to identify what support the family require by working WITH them, through the use of a coordinated assessment. The Early Help Pathway to Change aims to prevent the child's needs escalating to a point where intervention would be required via a statutory assessment under the Children Act 1989. Practitioners should seek to reassure Children and Families that this approach is designed to prevent needs from

escalating and should be looked on as a positive and proactive way of addressing needs early in partnership with the family.

The school/college is committed to working in partnership with children, parents and other agencies to:

- identify situations in which children and/or their families would benefit from early help;
- act without delay by signposting to the Family Support Line or Family Information Service for earlier identified needs;
- undertake an assessment of the need for early help when that is appropriate, using the Early Help Pathway to Change process; and
- provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

The school/college will be particularly alert to the potential need for early help for any child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is missing from education;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family whose circumstances present challenges for the child, such as substance abuse, adult mental health issues or domestic abuse;
- has returned home to their family from care;
- is at risk of being radicalised or exploited;
- is a privately fostered child;
- is showing early signs of abuse and/or neglect; and/or
- is particularly vulnerable in any of the ways identified in section 6 above.

The Early Help process can only be effective if it is undertaken with the agreement of the child's parents/carers. Young people in secondary schools or FE colleges may consent to early help, possibly including an Early Help Pathway to Change process in their own right, subject to *Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2018)*. The school/college should seek advice from a Targeted Support Officer.

Front Door Education Lead in those circumstances. The Early Help Pathway to Change process must involve the child and family as well as all the practitioners who are working with them.

The school/college will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help, the school/college will make a judgement about whether, without help, the needs of the child will escalate. If so, the school/college may wish to consult with:

- Targeted Support Officers
- Early Help Social Worker
- MASH Education Lead
- Early Help Team Leaders
- Integrated Front Door (MASH)

Consultations are available in the Integrated Front Door (MASH) for practitioners seeking advice about children they are concerned about. If you have a concern that a child or young person may be in need of protection or significant harm the DSL/lead professional should contact the MASH and submit a referral.

9. Attendance

We recognise that full attendance at school is important to the well-being of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely, and we address poor or irregular attendance without delay, working in partnership with the Warwickshire Attendance Service when patterns of absence give rise to concern. Early Help is recommended to support families with attendance concerns at the emergence of an issue to prevent escalation. Our attendance policy is set out in a separate document and is reviewed regularly by the governing body.

10. Children Missing from Education

Child is missing education and their whereabouts is Known	It is the school's responsibility to follow their attendance procedures. They can seek support from the Warwickshire Attendance Service
Child is missing education and their whereabouts is Unknown	A referral must be made the Children Missing Education Team

All children, regardless of their circumstances, are legally entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

For most children, including those that are vulnerable, attendance in school is a protective factor and is essential aspect of keeping them safe. Children who are missing education (CME) have increased vulnerability and can be at more risk of neglect, abuse, exploitation radicalisation and

mental health problems. Staff will also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Schools and colleges must have an attendance policy that outlines how they monitor:

- Attendance
- unauthorised absences
- Children who go missing during the school day

Schools and colleges should follow the DfE legal requirements in respect of recording and reporting those children who leave their school with an unknown future destination. Where a pupil has 10 consecutive school days of unexplained absence, without permission and their whereabouts is unknown, schools and colleges should take all reasonable steps* to establish their whereabouts. If unsuccessful, the school will make an immediate referral to Warwickshire County Council's Children Missing Education Team on 01926 736323 or via email cme@warwickshire.gov.uk.

Reasonable steps include:

- Telephone calls to all known contacts. Parents and carers are asked to provide at least three emergency contacts in the event of children not arriving at school without prior notification and also for other emergencies;
- Letters home (preferably by recorded delivery);
- Contact with other schools where siblings may be registered;
- Home visits where safe to do so;
- Enquiries to friends, neighbours etc. through school contacts;
- Enquiries with any other service known to be involved with the pupil/family;
- Consideration of information about the child in social media;
- All contacts and outcomes will be recorded on the pupil's file.

If the Local Authority is able to contact the pupil with the child/children and their parents and carers, arrangements will be made with the school and family for a return to education. This may include a re-integration programme where necessary. If the pupil has registered at a new school, the previous school will delete the child's name from their roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and a receipt secured.

Visit www.warwickshire.gov.uk/childrenmissingeducation for more information or to access the referral form.

The school operates in accordance with statutory guidance *Children Missing Education* (DfE 2016) - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

The school is required by law to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

The school (including academies and independent schools) is required to inform the Local Authority when they are about to remove a pupil's name from the school admission register at non-standard transition points irrespective of the reason. The Local Authority may also require the school to provide information about pupils who are going to be removed from the register at standard transition points.

Non-standard transition point

We will inform the local authority that we plan to take a child off roll when they leave school to be home educated; move away from the school's location; remain medically unfit beyond compulsory school age; are in custody for four months or more (and will not return to school afterwards); or are permanently excluded.

If a parent has informed you of their intention to remove their child in order to elective home educate their child, the school should notify the Elective Home Education Team imminently by email (ehet@warwickshire.gov.uk / tel. 01926 736323). School and colleges are advised to allow the parent or carer a 2-week period of reflection prior to removing their child from the school roll as this is best practice.

The school will also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The Local Authority may also require the school to provide information about pupils added to the register at a standard transition point.

It is essential for the school to comply with this duty so that the Local Authority can, as part of its duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

If no confirmation is received the above Children Missing Education procedures will apply.

We will ensure that pupils who are expected to attend the school but fail to take up the place are referred to the Local Authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Deletions from school roll in liaison with the Local Authority will normally be backdated to the first day of absence.

For more information <https://www.gov.uk/government/publications/children-missing-education>

11. Children who run away or go missing from home or care

The school/college recognises that children who run away or go missing (particularly repeatedly) and are thus absent from their normal residence are potentially vulnerable to abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It could also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Keeping Children Safe in Education 2021 highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' (DfE 2014)

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care> requires that every child or young person who runs away or goes missing must be offered a Return Home Interview (RHI). RHIs are intended to ascertain the factors that triggered the young person's absence. Those factors may include difficulties at home, in school and in the community. The short timescale is 72 hours which is imposed in order to ensure that the RHI remains relevant to the young person and enables any required action to be initiated at the earliest opportunity. When necessary and in conjunction with the Local Authority, the school/college will facilitate Return Home Interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school/college site for the interview to take place.

RHI's are undertaken by practitioners who are independent in order to facilitate a discussion with the young person that is as open as possible. As soon as the Local Authority receives notification that a young person has gone missing from home or care, a letter will be sent to parents/carers seeking their consent. If the Local Authority has been unable to secure consent from parents/carers, the school and college will contact the parent/carer and seek to secure their consent for the RHI. Direct contact will then be made to make arrangements for the interview.

Young people aged 16 and 17 years old are generally considered to be able to consent and withhold consent to their own information being shared and therefore they can choose to participate or not in an RHI. With reference to the Fraser Guidelines, younger children may also be deemed able to give consent. However, if the child/young person is assessed as not being capable of giving their own consent (Fraser Guidelines) or they are withholding informed consent, the school/college should seek consent from parents and carers for the RHI to go ahead. Schools and Colleges are advised to seek expert advice if they are unsure as to whether a child or young person has the necessary capacity to make such decisions for themselves.

Parents/carers may also choose to accompany their child/young person in interviews and the school/college will facilitate that as appropriate.

12. Helping children to understand and recognise risk and identify available support

Keeping Children Safe in Education 2021 requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualise approach for more vulnerable children, victims of abuse and some SEND children might be needed as part of providing a 'broad and balanced curriculum.'

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) programme; sex and relationships lessons; and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter; recognise when they are at risk and with the support of staff work out how to get help when they need it and how risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Discussions about risk will include talking to children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as 'sexting' (please refer to *Youth produced sexual imagery*, 'sexting' in section 30 below).

It is recognised that a young person may choose to share indecent images with another young person in the context of a romantic relationship and that she or he may do so without any intention to cause harm or distress to anybody. Although technically an offence, 'sexting' of that nature is referred to as 'experimental sexting' and it is usually not necessary or appropriate to criminalise young people in those circumstances.

However, there are clear risks associated with such behaviour. Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff, as they do with any other safeguarding concern.

When concerns are identified, staff will always speak to children and will inform parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm. The DSL will also need to consider the Fraser guidelines in making a judgement about whether or not to respect a young person's request not to inform his/her parents/carers.

N.B. Children under the age of 13 are unable to consent to sexual activity. Any imagery containing sexual activity involving under 13-year-olds will therefore be referred to the Police. (For subscribing

schools) We have adopted the personal safety programme *Taking Care* (based on the *Protective Behaviours Process*) for Foundation/Key Stage 1 and Key Stage 2, which is designed to fit in with the requirements of the PSHE Curriculum. This programme reinforces essential skills for every child. Self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the course.

Children are also taught about online safety, issues of consent and healthy relationships, fundamental British values, grooming, how children can keep themselves safe from all forms of bullying including online bullying, child criminal and sexual exploitation including issues of informed consent, sexting, drugs and alcohol, risks associated with gang activity, risks associated with county lines.

13. Support for pupils, families and staff involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously;
- nominating a link person (usually the DSL) who will keep all parties informed and be the central point of contact;
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest;
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of helplines, counselling or other avenues of external support;
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures;
- co-operating fully with relevant statutory agencies.

14. Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors. An explanation of the complaints procedure is included in the safeguarding information for parents and pupils.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

15. Staff reporting concerns about a colleague or other adult who works with children (Whistleblowing)

Staff who are concerned about the conduct of a colleague – including visiting practitioners and volunteers – towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

The school's **whistleblowing** policy enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place.

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues – including what may seem minor contraventions of the school's staff behaviour policy (code of conduct) – to the headteacher; to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in school.

The recommended format for all staff in schools to record any such poor practice or possible child abuse by colleagues or other adults who work with children is the pro forma 'Logging A Concern about the behaviour of an adult who works with children', also known as the 'Yellow form'.

All such forms should be **passed directly to the headteacher**. Alternatively, staff are free to approach the headteacher directly to discuss their concerns.

Concerns or complaints about the headteacher should be reported to the chair of governors, whose contact details are displayed in the staff room for any member of staff to use in such an instance. *The 'Yellow form' should also be used for that purpose as above.*

Staff may also report concerns about suspected abuse or neglect directly to Children's Social Care or the Police if they believe direct reporting is necessary to secure action to safeguard children.

Staff can also contact the **Designated Officer in the Local Authority**, who is responsible for the co-ordination of responses to allegations against people who work with children (see contact and referral details in section 16 below). The Designated Officer's contact details are displayed on the safeguarding noticeboard in the staff room.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between

8.00am, and 8.00pm, Monday to Friday or e mail help@nspcc.org.uk. Information is also available on the NSPCC website at <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>.

The NSPCC whistleblowing helpline and contact numbers for Children's Social Care, the Police and the Designated Officer are all displayed in the staff room.

16. Managing allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. The full procedures for dealing with allegations against staff can be found in Part 4 of *Keeping Children Safe in Education 2021* and para 1.14 of WS inter-agency safeguarding procedures *Allegations against staff or volunteers* -

<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered.

However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected.

In the event of suspension, the school will provide support and a named contact for the member of staff.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school or historical allegations will be reported to the Police.

In accordance with *Keeping Children Safe in Education 2021*, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

As required by *Keeping Children Safe in Education 2021* all allegations in respect of an individual who works at the school, including supply teachers, volunteers and contractors that fulfil any of the following criteria will be reported to the Designated Officer in the Local Authority (LADO) within one working day:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. (Includes behaviour that may have happened outside of school that might make an individual unsuitable to work with children, this is known as transferable risk)

- 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. (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)

The Designated Officer's contact number is 01926 745376. Referrals to the Local Authority Designated Officer should be submitted on a Position of Trust (POT) MARF form and sent to lado@warwickshire.gov.uk.

NB it is the headteacher/principal's responsibility to contact and refer to the Designated Officer when necessary. The only exception is when the allegation is against the headteacher/principal, in which instance the nominated governor will undertake that responsibility.

In proprietor-led independent schools, concerns about the proprietor(s) should be referred directly to the Designated Officer using the contact details as above.

17. Staff training

Training, knowledge and skill

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role.

This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;

- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;

It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect, exploitation and radicalisation and to know what to do if they have a concern.

New staff, governors who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- the school's child protection and safeguarding policy including Early Help support
- signs and symptoms of abuse and neglect
- responding to disclosure of abuse or neglect by a child
- reporting and recording arrangements
- the staff behaviour policy (code of conduct)
- the identity and role of the DSL and all Deputy DSLs
- the school's behaviour policy
- the school's safeguarding response to children who go missing from education.

NB all of the above will be explained **before** a new member of staff, governor or volunteer has direct contact with children in school. The school's child protection policy and staff behaviour policy (code of conduct) will be sent with the letter confirming an appointment with a written requirement that the individual reads the two policies in advance of starting work at the school. The individual will be given an opportunity to clarify any issues on their first day at work and then asked to sign to confirm that they have read and understood both policies and undertake to comply with them.

All staff, including the headteacher (unless the headteacher is the DSL), volunteers and governors will receive appropriate, regularly updated safeguarding and early help and child protection training and thematic updates to include online safety as required (at least annually) during inset days and regular discussions at staff meetings, to provide them with the requisite skills and knowledge to safeguard children effectively in line with statutory guidance and any requirements of the local safeguarding partnership.

The DSL should attend training for newly appointed DSLs and refresher training every two years. Every DSL should also attend the new Warwickshire's Early Help Pathway to Change training. It is recommended that DSLs access Warwickshire's DSL training as it will include up to date information relevant to Warwickshire procedures and processes. It is recommended that DSLs

update their knowledge and skills by accessing training and development relevant to their role and their setting.

The Integrated Training Programme has a number of free courses that will support DSLs with their CPD and can be accessed [here](#).

All staff will be made aware of the increased risk of abuse to certain groups, including children with special educational needs and disabilities, looked after children, previously looked after children and young carers, as well as risks associated with specific safeguarding issues including child sexual exploitation, child criminal exploitation, county lines activity, peer on peer abuse, sexual harassment and sexual violence in school, extremism, so-called honour based abuse including female genital mutilation and forced marriage; and will receive training in relation to keeping children safe online.

In addition, the headteacher (and/or other school leaders as appropriate) and at least one governor (usually the chair) will attend safer recruitment training and the school will ensure that there are at least two school leaders and/or governors that have attended safer recruitment training within the past three years.

Supply staff and other visiting staff will be given the school's *Visiting Staff Leaflet* by Ms Whittingham during the induction meeting.

18. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ only 'suitable' staff and allow only 'suitable' volunteers to work with children by complying with the requirements of *Keeping Children Safe in Education 2021* together with the school's and the WS Safer Recruitment policies.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history and explains any gaps in that history;
- provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- provide evidence of identity and qualifications;
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include:
 - an enhanced DBS check and a barred list check for those including unsupervised volunteers engaged in Regulated Activity;
 - an enhanced DBS check without a barred list check for all volunteers not involved in Regulated Activity but who have the opportunity of regular contact with children;
 - an enhanced DBS check for all governors (not including associate members), which will only include a barred list check for governors involved in Regulated Activity.
- if offered employment, provide evidence of their right to work in the UK;

- be interviewed by a panel of at least two school leaders/governors, if shortlisted.
Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in Regulated Activity. A fuller explanation of Regulated Activity can be found in Part 3 of *Keeping Children Safe in Education 2021* and in Annex F

The school will also

- ensure that every job description and person specification for roles in school includes a description of the role holder's responsibility for safeguarding;
- ask at least one value-based question at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children;
- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities;
- obtain references for all shortlisted candidates, including internal candidates;
- carry out additional or alternative checks for applicants who have lived or worked outside the UK;
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State;
- *academies, independent schools and free schools* - check that an applicant for a management position is not the subject of a section 128 direction made by the secretary of state prohibiting or restricting her/him from taking part in the management of an independent school, academy or free school;
- *maintained schools* - check that governors are not the subject of a section 128 direction made by the Secretary of State prohibiting or restricting her/him from taking part in the management of an independent school, academy or free school because a person subject to any such prohibition or restriction is disqualified from being a governor.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff and volunteers will undergo an induction that includes familiarisation with the school's child protection and safeguarding policy, staff behaviour policy (code of conduct), other issues as in section 17 of this policy and identification of their child protection training needs.

All staff are required to sign to confirm they have received a copy of the child protection and safeguarding policy and Staff Behaviour Policy (code of conduct).

All relevant staff (teachers, teaching assistants, other classroom-based staff, lunchtime supervisors and members of the senior leadership team, and all those who work in before or after school care for children under eight) are made aware of the disqualification from providing childcare legislation. The school obtains written confirmation from supply agencies and third-party organisations that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in the school that the school would have undertaken if they were employing the individual directly; and that those individuals are suitable to work with children.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

The school maintains a single central record of recruitment checks undertaken and ensures that the record is maintained in accordance with Part 3 of *Keeping Children Safe in Education 2021* and guidance issued by Warwickshire County Council.

Volunteers

Volunteers will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in Regulated Activity.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in Regulated Activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

The school/college checks the identity of all contractors and their staff on arrival at the school/college and requests DBS checks where appropriate. As required by statutory guidance, where contractors and/or their staff are engaged in Regulated Activity, barred list checks are also requested. Contractors and any of their staff who have not undergone checks will not be allowed to work unsupervised or in Regulated Activity.

19. Site security

Visitors to the school/college, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school/college's safeguarding and health and safety regulations to ensure children in school/college are kept safe. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

20. Behaviour Management

Our behaviour policy is set out in a separate document and is reviewed regularly by the governing body. It is shared with all staff before they start working with children as part of their induction. The policy is transparent to staff, parents and pupils.

[As a school, we ensure that the school's behaviour policy appropriately addresses the use of reasonable force with reference to statutory guidance and the document 'Guidance on the Use of Force and Physical Intervention', which can be accessed in Warwickshire's inter-agency safeguarding procedures at <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i->

Keeping Children Safe in Education 2021 highlights that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The school operates in accordance with Warwickshire County Council's *Guidance on the Use of Force and Physical Intervention*, which highlights that staff should deploy every possible strategy to prevent the need for physical intervention. Those strategies would include de-escalation whenever there is a threat of violence or aggression towards an individual or property; communicating calmly with children; using non-threatening verbal and body language; helping children to recognise their own 'triggers' and 'early warning signs', and distracting or helping children to see a positive way out of a difficult situation.

However, the school supports staff to intervene physically and to use reasonable force when all of those strategies are unsuccessful in calming a situation; and a risk of physical harm to other children, adults or

the child her/himself; serious damage to property or serious disruption to the school remains. Staff should always be able to demonstrate that any such intervention is reasonable, proportionate and necessary in the circumstances, is used for the shortest possible period of time, deploys the minimum force that is necessary and is never used as a sanction.

Searching

In accordance with DfE guidance *Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies* -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf school staff can search a pupil for any item if the pupil agrees. The headteacher and any member of staff authorised by the headteacher also has a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have one or more of the following prohibited items in their possession: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; indecent images of children; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to or damage to the property of any person (including the pupil).

The headteacher and authorised staff can also search for any item banned by the school rules

which has been identified in the rules as an item which may be searched for.

School staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item they consider harmful or detrimental to school discipline.

In the event that a member of staff suspects that a confiscated device contains indecent images of children, they will pass the device to the DSL and will not examine the device themselves. The DSL will take advice from the Police and/or the Integrated Front Door (MASH) before examining the device – see ‘Viewing the Imagery’ on page 50 below.

21. Record Keeping

The school will maintain safeguarding (including early help) and child protection records in accordance with the guidance document *Child Protection Record Keeping Guidance*.

The school will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children’s Social Care immediately;
- keep records in a meticulous chronological order, either on paper or electronically;
- ensure all records are kept secure and in locked locations;
- ensure all safeguarding records are transferred - separately from the child’s main pupil file - to the receiving school, college or other education establishment when a pupil moves. The DSL will do this as soon as possible, ensuring secure transit, and will ensure that confirmation of receipt of the records is obtained;
- the DSL will also consider whether it is appropriate to share any information with a child’s receiving school/setting in advance of the child leaving so that the receiving school/setting is able to support the child as effectively as possible and plan for her/his arrival;
- ensure that incoming safeguarding records are brought to the attention of the DSL, Deputy DSLs and other key staff such as the SENCO when a child transfers in from another school/setting.

Safeguarding and child protection records will be maintained independently from the pupil’s school file and the school file will be ‘tagged’ to indicate that separate information is held. Such records will only be accessible to the Designated Safeguarding Lead and school leaders who need to be aware.

The recommended format for all staff in schools to record any safeguarding or child protection observations or concerns about a child is the pro-forma *Logging A Concern About A Child’s Safety and Welfare* (Form C) also known as the ‘Green form’. The same format will be used by staff to record and report any observations or concerns that suggest a child might benefit from early help.

Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated and timed by the member of staff making the record.

Records of safeguarding/child protection observations or concerns can be completed electronically or as a paper version but it is most important that **one consistent system for the recording of concerns is readily accessible to every member of staff irrespective of role and that all records are passed to the Designated Safeguarding Lead**, who should complete the form to confirm what action has been taken.

Child protection records form a part of a child's pupil record, which parents ordinarily have a right to see. Any pupil or parent wishing to access the pupil's child protection records will need to submit a request to the school for consideration. Access to the record will then be arranged but records may be redacted in line with the requirements of the General Data Protection Regulation (GDPR) if releasing information would place the child, or any other person, at risk of significant harm.

The Data Protection Act 2018 and GDPR do not prevent school staff from sharing information with relevant agencies without the consent of parents, where that information may help to protect a child.

22. Confidentiality and Information Sharing

The school will manage and share confidential information about children in line with *Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2018)* -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

The Data Protection Act 2018 (DPA) and the GDPR places duties on the school and individual staff to process personal information fairly and lawfully and to keep the information they hold safe and secure.

However, neither the DPA nor the GDPR prevent or limit the sharing of information for the purposes of keeping children safe. *Keeping Children Safe in Education* (DfE 2021) states clearly that “Fears about sharing information ***must not*** be allowed to stand in the way of the need to safeguard and promote the welfare of children.”

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, another SLT member or outside agency as required (e.g. Integrated Front Door (MASH) Education Lead).

It is reasonable for staff to discuss day-to-day concerns about pupils with colleagues in order to ensure that children's general needs are met in school. However, staff should report all child protection and safeguarding concerns to the DSL or headteacher or – in the case of concerns about the headteacher – to the chair of governors. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Keeping Children Safe in Education 2021 emphasises that the DSL or a deputy DSL should always be available to discuss safeguarding concerns but in exceptional circumstances where neither the DSL nor any appointed deputy DSL are available, that should not delay appropriate action being taken and staff should speak to a member of SLT or take advice from Children's Social Care if they are concerned about a child.

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the DSL and data protection officer.

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.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

All staff must be aware that they cannot promise a child/parent to keep secrets.

All safeguarding and child protection information will be handled in line with the principles of the Data Protection Act 2018, which require that sensitive information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary

- processed in accordance with the data subject's rights
- secure.

Record of concern forms (Form C – Green forms) and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop, computers or tablets or on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

23. Extended school and off-site arrangements

All extended and offsite activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection and whistleblowing arrangements are in place.

Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place, including safer recruitment procedures. *The DSL will maintain an overview of all pupils accessing the children's breakfast club/wraparound provision and will ensure that robust arrangements are in place for timely and effective two-way sharing of safeguarding information - including records of all safeguarding concerns - between the school and the safeguarding lead for the children's breakfast club and wraparound provision*

The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and swift reporting of non-attendance and children going missing from the children's breakfast club & wraparound provision at any time when they should be there. The DSL will also ensure that effective quality assurance arrangements are in place in order to monitor the ongoing effectiveness of all safeguarding arrangements that the children's breakfast club & wraparound provision has in place.

24. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through

taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs or video images to be taken;
- seek parental consent;
- ensure pupils are appropriately dressed; and
- encourage pupils to tell us if they are worried about any photographs/images that are taken of them.

Furthermore, when using images for publicity purposes (e.g. on our website or in newspapers or publications), we will:

- avoid naming children when possible;
- if it is necessary to name children, use first names rather than surnames;
- if children are named, avoid using their image;
- establish whether the image will be retained for further use, where and for how long;
- ensure that images are stored securely and used only by those authorised to do so.

For the protection of pupils and staff, only school owned equipment will be used to record and store images taken by staff or volunteers on the school site or during offsite school activities including residential visits. Parents must not publish (including on social media) photographs of other children inadvertently captured during school events without the express permission of the parents of those children.

Parents are welcome to video record their **own children only** during school activities, subject to the same terms and conditions as for photographs above.

Visiting practitioners who work directly with children are subject to the same restrictions as school staff and volunteers in respect of recording and storing images of children. However, some visiting professionals are permitted to record images of the premises only specifically for professional purposes and in order to support the school, e.g. professionals providing advice or preparing quotations for work such as maintenance, health and safety and building.

25. Online Safety

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram. Refer to KCSIE P 127-19

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding

issues. Technology often provides the platform that facilitates harm through child criminal and sexual exploitation; county lines activity; radicalisation; sexual predation and cyber bullying.

The breadth of issues within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: 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; for example, 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. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

KCSIE 2021

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community (rules for students in respect of onsite usage in school should be inserted here. You may also wish to state where the **online safety policy** can be found and how it can be accessed and what advice you make available to parents).

The school is unable to filter activity on devices not owned by the school. Parents may find it useful to

refer to <https://www.internetmatters.org/blog/parental-controls/broadband-mobile/> for guidance on putting some restrictions in place to keep children safe online.

Nonetheless, all staff receive online safety training and are trained to be vigilant about and to report any concerns about risk to children online in the same way that they notice and report offline concerns. The school's **online safety policy** explains how we try to keep pupils safe in school, learning remotely and protect and educate pupils in the safe use of technology. The school has appropriate filters and monitoring systems in place to protect children from potentially harmful

online material. Refer to Annex D in KCSiE 2021.

Online bullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see 'Youth produced sexual imagery ('sexting') in section 31 below). Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

The school's online safety co-ordinator is: Kevin Walsh

Safeguarding pupils in online learning and communication between staff and pupils

Where school staff are delivering lessons online or virtually (e.g. to children unable to attend school due to COVID-19 or ill health), all such lessons will be delivered in accordance with the school's safeguarding and child protection, staff behaviour (code of conduct) and acceptable use of ICT policies. This will ensure that the school's filtering and monitoring software is enabled.

The school will take account of guidance from DfE in relation to the planning and delivery of online learning when it is issued; as well as nationally recognised guidance including [guidance from the UK Safer Internet Centre on safe remote learning](#) and [London Grid for Learning on the use of videos and livestreaming](#).

Staff will always use school/service owned devices and accounts for the delivery of online/virtual lessons/tutorials. Where possible, applications that facilitate the recording of lessons will be used subject to data protection and retention/storage guidelines. School leaders will randomly sample recorded lessons in order to safeguard pupils/students and staff and to ensure that policies are being followed.

When delivering online/virtual lessons on a one-to-one basis or communicating with vulnerable children who are not attending school via video chat, staff will speak to parents/carers before lessons/conversations commence and when they finish before logging off.

The school will request and obtain written consent from parents/carers including consent to record lessons and video conversations before staff communicate with children online.

It is important that all staff who interact with children online continue to look out for signs that a child may be at risk, distressed for some reason or vulnerable in some other way; and report and record any concerns to the DSL in the normal way. The DSL will respond to any such concern as they would any other safeguarding concern.

The school will ensure that online learning tools and systems are used in line with privacy and data protection/GDPR requirements.

Online/virtual lessons should be timetabled and the headteacher or DSL will be able to drop into any virtual lesson at any time – the online version of entering a classroom for pupil/student welfare and safeguarding purposes. Staff delivering online/virtual teaching will be expected to display the same standards of dress and conduct that they would when working face to face in school, modelling appropriate behaviour and presentation to pupils/students and parents.

Below are other issues that staff need to take into account when delivering online/virtual lessons or communicating with children online, particularly where webcams are used:

- Staff and children must be fully dressed and 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. If it is not possible to blur the background, staff must consider what children can see in the background and whether it would be appropriate in a classroom. This includes photographs, artwork, identifying features, mirrors etc.
- Staff will ensure that resources and videos used are age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content.
- Live classes should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes will be kept to a reasonable length of time so that children do not have too much screen time and in order to minimise disruption for the family.
- Language must be professional and appropriate, including that used by any family members in the background.
- Staff must only use platforms specified by senior managers and approved by the school's ICT manager/co-ordinator for communication with pupils/students.
- Staff should record the length, time, date and attendance of any sessions held.

Staff members delivering lessons or communicating with children online/virtually will raise any issues in respect of inappropriate dress, setting, behaviour etc with the child and/or parent immediately, and will end the online interaction if necessary. Any such incident will be recorded and reported to the DSL.

If a staff member believes that a child or parent is recording a lesson or conversation without prior consent, the lesson will be brought to an end or the child will be logged out immediately.

In **rare and exceptional circumstances** where staff urgently need to contact a pupil or parent by telephone and do not have access to a school-owned device, they will discuss this with a senior member of staff. If it is agreed there is no alternative to using a personally owned device, staff members will always use 'caller withheld' to ensure the pupil and/or parent is not able to identify the staff member's personal contact details.

Staff also receive advice regarding their personal online activity, use of social networking and electronic communication with pupils, about which there are strict rules [please refer to WCC

guidance 'Policy on Staff/Governor Use of Social Networking and Internet Sites'; WCC model staff behaviour policy and add your school's advice/rules here]. Staff found to be in breach of these rules may be the subject of a referral to the Designated Officer in the Local Authority and/or may be subject to disciplinary action.